

# DOCUMENT RESUME

ED 205 040

FL 012 453

AUTHOR Huebner, Thom; Horoi, Stephen Rex  
 TITLE Solomon Islands Pijin: Grammar Handbook. Peace Corps Language Handbook Series.  
 INSTITUTION School for International Training, Brattleboro, Vt.  
 SPONS AGENCY Peace Corps, Washington, D.C.  
 PUB DATE 79  
 CONTRACT PC-78-043-1037  
 NOTE 221p.: For related documents see FL 012 454-456.  
 AVAILABLE FROM The Experiment in International Living, Brattleboro, VT 05301.  
 LANGUAGE English; Pijin.  
 EDRS PRICE MF01/PC09 Plus Postage.  
 DESCRIPTORS \*Grammar; \*Pattern Drills (Language); Postsecondary Education; \*Second Language Instruction; Textbooks; Uncommonly Taught Languages; Writing Exercises  
 IDENTIFIERS Peace Corps; \*Pijin; \*Solomon Islands

## ABSTRACT

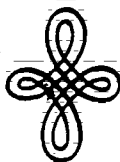
This grammar handbook analyzes the rules of Solomon Islands Pijin and provides exercises on them. It is divided into 24 lessons. The first part of each lesson is a description of some element or function of the language, with examples; the second part is made up of oral and written exercises. The volume concludes with appendices on the personal and indefinite pronouns, interrogative words, and some time markers. (AMH)

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# SOLOMON ISLANDS PIJIN

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## *Grammar Handbook*

*by Thom Huebner and Stephen Rex Horoi*

## PEACE CORPS LANGUAGE HANDBOOK SERIES

Developed by The Experiment in International Living  
Brattleboro, Vermont  
for ACTION/Peace Corps

1979

MAR 19 1980

PEACE CORPS  
LANGUAGE HANDBOOK SERIES

The series includes language materials in Belizean Creole, Kiribati, Mauritian Arabic, Setswana, Solomon Islands Pijin, Sudanese Arabic and Tanzanian Swahili.

These Solomon Islands Pijin materials were developed under the auspices of the Foreign Language Office of The Experiment in International Living's School for International Training.

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Peace Corps contract # 78-043-1037

## SOLOMON ISLANDS PIJIN

### GRAMMAR HANDBOOK

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### ACKNOWLEDGEMENTS

This work, like many others, is the result of the cooperation of many people. There is not space enough to thank everyone who has been of assistance in bringing this series of books to fruition, but I would like to thank a few of them publicly.

The funding for these books was provided by a grant from the Peace Corps to The Experiment in International Living. I am grateful to the Peace Corps for recognizing a need for these materials, to Paul Krause for recommending me for the job, and to the people at The Experiment in Vermont who have made working on this project a pleasure. I would especially like to thank Ray Clark for his able direction, Susan McBean and Andy Burrows for their patience and support, and the other six writers on the project for the ideas they shared with me. This latter group includes Steve Trussel, Annie Hawkinson, Jon Dayley, Dave Hopkins, Steve Hanchey, and Tim Francis.

My first contacts with the Solomons were through John, Bernadine and Paul Damien Roughan. Throughout the writing of these materials, John was always generous with his time and advice whenever I asked. Bernie, who was a secondary informant on the project, provided support in the form of advice, information, encouragement, and good humor. She also provided material support in the form of photographs for the illustrators and the female voice on the tapes. Paul Damien was very understanding about our taking his mother from him and provided a warmth to the project that no one else could have.

Upon my arrival in the Solomon Islands, Ann Marshall, co-director of the Peace Corps arranged for me to meet with people there concerned with Pijin and language policies. Francis Labu was kind enough to let me look at his translation of T. E. Dutton's Conversational New Guinea Pidgin.

Marion Clark is responsible for introducing me to the co-author of these books, Rex Horoi, and for encouraging him to work with me on them. Daniel Maeke, the Permanent Secretary of the Ministry of Education and Training, generously granted Rex a leave of absence from his teaching responsibilities so that he might participate in this project.

The staffs of the Government Information Office, the Solomon Islands Museum, and the Solomon Islands Toktok all helped to make these books a little more appealing to the eye by providing photographs from which the illustrators could get ideas.

Ron Campbell, training project coordinator for the Peace Corps group which trained in the fall of 1978, compiled a pamphlet entitled Resource Directory for the Solomon Islands, which was used as the basis for many of the follow-up activities in The Communication and Culture Handbook. The trainees during that program and many of the volunteers who were in the country at that time were very candid in telling of their reactions to their own Pijin courses, of the cross cultural and linguistic difficulties they had had, and of what they would like to see in a new course.

Back in Honolulu, Bob Gibson and Bonnie Davis of the Pacific Area Language Materials Development Project of the University of Hawaii and Ken Rehg and Rick Jackson of the Bilingual Education for the Trust Territories Project of the University of Hawaii were very helpful in showing me how to avoid some of the pitfalls in work of this kind. In addition, Bob and Bonnie were responsible for finding me the excellent illustrators who worked on the project.

Dick Day and Helen Harper of the Department of English as a Second Language, and Byron Bender and Larry Thompson of the Department of Linguistics at the University of Hawaii were very kind to allow Rex to take advantage of the expertise they have to offer in their respective fields while he was in Honolulu.

Renee Heyum, Curator of the Pacific Collection of Hamilton Library at the University of Hawaii, was helpful in providing us with access to the closed shelves of that collection and in leading us to information when we didn't know where to look.

Don Topping, Director of the Social Sciences Research Institute at the University encouraged us to make tapes to accompany the materials and provided us with our first contact with the University of Hawaii Foreign Language Laboratories. Jerry Chang and his staff there saw to it that the tapes we made were of the finest quality.

The tapes of the custom stories were made by Luke Susuta of the Solomon Islands Broadcasting Corporation. He also helped record the basic materials for The Communication and Culture Handbook and edited the Pijin materials in that volume.

During the Spring, 1979, training program, the Pijin teachers, Johnny Morgan, Patrick Billy, Eric Seni, Joshua Tenau, Malachai Hato, and Grace Wale, pointed out many of the weaknesses in the first draft of the materials and had many useful suggestions for revisions. Ernie Lee, who sat in on that training program, also had many useful suggestions from both a linguistic and a pedagogical point of view.

Caroline Siota, the Administrative Officer of the Peace Corps Solomons, and Jinny Marten, the Secretary, were very supportive, patient, and helpful. Discussions with Peace Corps Solomons co-director Terry Marshall led to a change in the format of the lessons in The Communications and Culture Handbook which resulted in an improved product.

Three people I've never met, but whose ideas made a great contribution to the basic direction these books have taken are E. Thomas Brewster and Elizabeth S. Brewster, co-authors of Language Acquisition Made Practical, and Alan Healey, author of Language Learner's Field Guide.

Pete Lincoln proved to be a very helpful consultant by reading most of the lessons in The Grammar Handbook and making suggestions for improvement.

Illustrators Calvin Fujioka and Eric Woo, whose skill at their profession you can judge for yourselves, provided all of the illustrations for The Special Skills Handbook and some of the illustrations for the other two books. Pat Moran of The Experiment in International Living did the lion's share of the illustrations in The Communication and Culture Handbook.

Typists Thomas Furrrie and Karen Dorst worked very hard preparing the many drafts of the manuscripts. Nancy Hendricks, Lisa Forrett, and Susan Leuchter typed the preliminary texts for field testing and Lisa and Susan saw the project through to the final typing of the manuscript. Needless to say, typing the drafts and texts was a challenging task involving many many revisions. A thousand thanks for their patience and skill.

Finally, a very special "Thank you" to Rex Horoi. He threw himself into the project with tremendous enthusiasm and energy.

There are many more people who have helped in one way or another during the course of this project and if I have failed to mention them by name, please forgive me.

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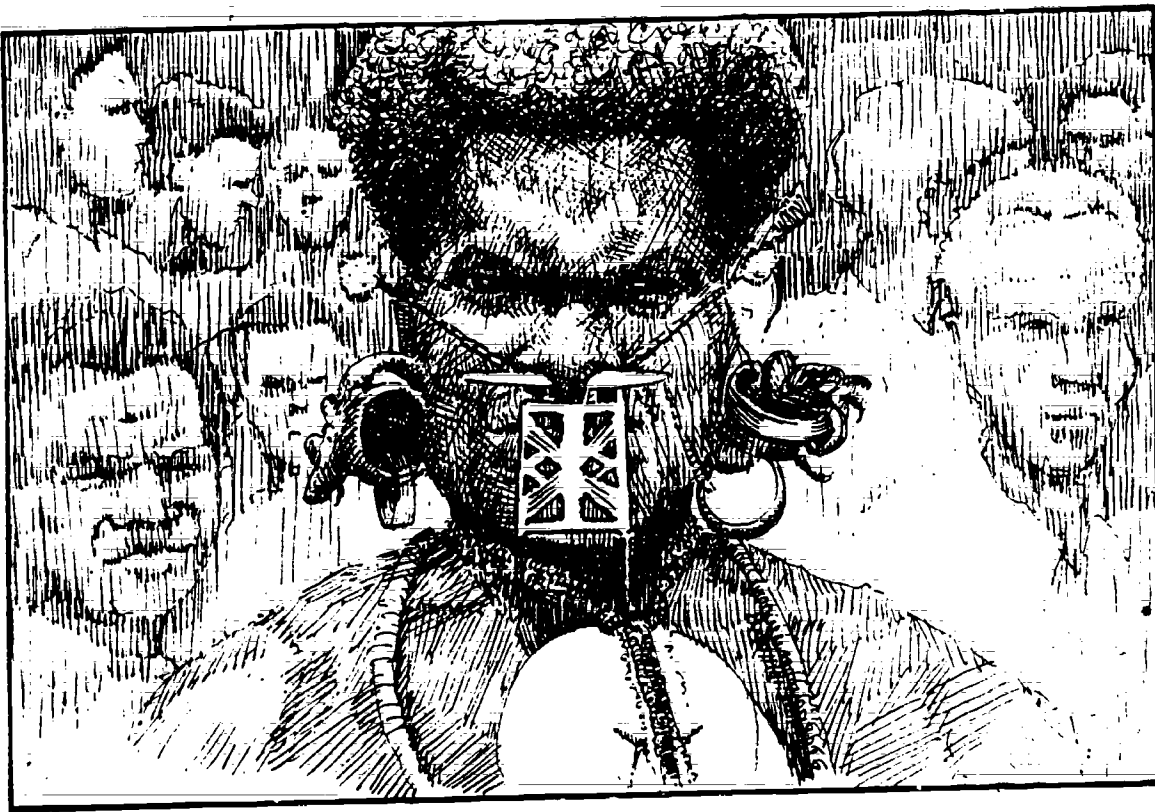


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Solomon Islands Pijin  
GRAMMAR HANDBOOK



# PRONUNCIATION

## Lesson One

### 1.1 Vowel Sounds

Pijin can be described as having five vowels. These are shown in the chart below:

	FRONT	BACK
HIGH	i	u
	e	o
LOW	a	

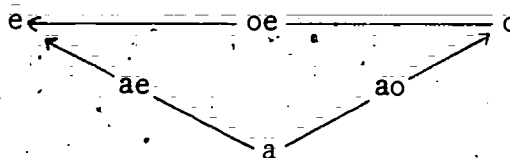
Examples of these sounds are:

PIJIN SOUND	CLOSE ENGLISH SOUND	PIJIN EXAMPLES	
a	f <u>a</u> ther	sapa mamana	'evening' 'front'
e	b <u>a</u> by	seksek rere	'to be afraid' 'to prepare'
i	w <u>e</u> ek	pikipini kilim	'child' 'to hit'
o	b <u>o</u> at	'fokona popo	'rectangular' 'papaya'
u	m <u>oo</u> n	susu kurukuru	'breast, milk' 'pigeon'

## Pronunciation

1.2 Diphthongs

In addition to the five vowels mentioned above, there are at least three diphthongs in Pijin. A diphthong is a combination of two vowels or a sound that begins as one vowel sound and ends as another. The three diphthongs in Pijin are ae, ao, and oe.



Examples of these sounds are:

PIJIN SOUND	CLOSE ENGLISH SOUND	PIJIN EXAMPLES	
ae	<u>buy</u>	daedae haelemæ	'to be in love with' 'person from Ontong Java'
ao	<u>town</u>	kaon raosem	'debt' 'to scold'
oe	<u>boy</u>	boe joen	'adolescent' 'to join'

## Pronunciation

## 1.3 Consonant Sounds

While there is some variation in the number of consonant sounds in Pijin, depending on the speaker and the dialect spoken, Pijin can be said to have the following eighteen consonants:

PIJIN SOUND	CLOSE ENGLISH SOUND	PIJIN EXAMPLES	
p	<u>p</u> eople	pasel apem stap	'package' 'to raise' 'to be, stay, remain'
b	<u>b</u> aby	baero rabis krab	'pen' 'no good' 'crab'
t	<u>t</u> otal	tambu wataem purubut	'forbidden' 'when' 'to step on'
d	<u>d</u> edicated	dak fidim nogud	'unclear' 'feed' 'bad'
k	<u>c</u> ook	kago neka sek	'goods' 'greens' 'to be surprised'
g	<u>g</u> oggles	giaman Sagabo gaeleg	'lie' 'Gilbertese' 'to walk'
j	<u>j</u> udge	jonson jajem brij	'outboard motor' 'to judge' 'bridge'
f	<u>f</u> alsify	fas mifala naf	'stuck' 'us' 'enough'
v	<u>v</u> ivacious	volkeno havem sev	'volcano' 'to put on' 'to keep'

## Pronunciation

s	<u>s</u> ister	sanbis nusam pofis	'shore' 'unsophisticated person' 'dolphin'
h	<u>h</u> eavy	hàtem gohed	'to scold' 'to proceed'
l	<u>l</u> ittle	lusim waeles famol	'to leave' 'radio' 'tractor'
r	<u>r</u> evelry	resis sikarap	'to hurry' 'bush'
m	<u>m</u> er <u>m</u> aid	mere tameo grisim	'woman' 'ax' 'to flatter'
n	<u>n</u> ylon	naelon daonem beleran	'fish line' 'to lower' 'diarrhea'
ng	sin <u>g</u> ing	singa string	'sewing machine' 'fiber'
y	<u>y</u> oyo	yumi	'us'
w	<u>w</u> ear	waswe tuwet	'why' 'wet'

Although the vowels listed on the chart on page 3 are close to the English sounds listed, the English vowels /e, i, o, u/ are diphthongized (phonetically ei, iy, ow, and uw, respectively), whereas the Pijin vowels are pure.

In Pijin, the sounds /p, t, k/ at the beginning of words and syllables are usually pronounced with less aspiration (that is, with a less forceful puff of air) than in English.

The Pijin /v/ is less tense than the English /v/.

The Pijin /r/ is quite different from the English /r/. It is made with the tongue hitting the roof of the mouth as it is flapped back. Because of the way it is made, this type of /r/ is called a flap.



## 1.4 Variations

As you listen to Pijin speakers from different parts of the Solomons, you will hear a lot of variation in the pronunciation of Pijin. This variation is a result, in part, of the different first languages of the Pijin speakers and of the amount of English these speakers know.

## 1.4.1 Variation Due to Native Language

Not all Pijin speakers use all of the above consonant sounds. If a Solomon Islander doesn't have one of the above sounds in his/her native language, it is quite probable that he/she won't use it in Pijin either, but instead will substitute another sound for it. Some of the more common substitutions you will hear are:

SUBSTITUTION	EXAMPLE	SUBSTITUTION	EXAMPLE
b → p	barava	w → ngw	wil
b → mb	baebae	f → b	fis
d → t	dak	f → p	finis
d → nd	padol	j → s	ja
g → k	dog, gwava	j → di	Jo
g → ngg	gogo	l → r	liu
v → f	riva	r → l	rabis
v → b	ova	r → d	garem
v → w	kawara	f → h	bifoa

In addition to these substitutions, many Pijin speakers will insert a vowel between each consonant in a consonant cluster (a group of consonants) or at the end of words which end in consonants.

Example: gras → garasi 'grass'

## Pronunciation

1.4.2 Variation Due to Knowledge of English

The vast majority of words in Pijin are borrowed from English and are given a Pijin pronunciation. Because of this, the degree to which a Pijin speaker knows English will also influence his/her pronunciation of Pijin. The more fluent English speakers are more likely to give English pronunciations to words when speaking Pijin. If you are a fluent English speaker, this is also true of your pronunciation of Pijin. Try to speak Pijin as you hear it spoken by Solomon Islanders. Listed below are English sounds, which are not normally found in Pijin, together with the most common substitutions for them in Pijin.

ENGLISH SOUND	becomes	PIJIN SOUND	EXAMPLE	ENGLISH ORIGIN
ch	→	s	tisa sea mas	'teacher' 'chair' 'much'
ch	→	ˈsi	sios	'church'
sh	→	s	sot bus masin	'short' 'bush' 'machine'
th (θ)	→	s	maos	'mouth'
th (θ)	→	t	torowe ating andanit	'throw away' 'I think' 'underneath'
th (ð)	→	d	deswan	'this one'
th (ð)	→	r	nara	'another'
the (ð)	→	t	brata	'brother'

## Pronunciation

ENGLISH SOUND	becomes	PIJIN SOUND	EXAMPLE	ENGLISH ORIGIN
z	→	s	resa	'razor'
r # (at the end of words)	→	a	mata soa faea	'matter' 'shore' 'fire'
r	→	φ	bon fastaem	'born' 'first time'

When a word is borrowed into Pijin from English many final consonant clusters (groups of consonants at the ends of words) are simplified. Usually the first of two or more final consonants in a word will remain while the others are dropped. Some examples are:

and	} becomes {	an
government		gavman
last		las
lamp		lam

## Pronunciation

1.5 Intonation

Intonation refers to the modulations in the pitch of the voice - rising, falling, steady - as a sentence is uttered. As with every other aspect of Pijin, intonation is distinctive and somewhat different from English. Therefore you should listen carefully to Pijin speakers and try to imitate their intonation as accurately as you can.

One common intonation pattern for declarative sentences starts at mid level (2), rises to a high level (3) on the last stressed syllable and then falls to a low level (1):

Examples:

Oiketa i no sa ve.  
Hem i gohed fo kaikai na o.

Another common intonation pattern is one used for emphasis. In a sentence of this kind, the high pitch is placed on the word nao following the part of the sentence the speaker wants to emphasize:

Examples:

Hu nao kaikai pigpig finis?  
Jon nao kaikaim.

In Pijin, intonation is, in many cases, the only marking for a yes/no question. In yes/no questions, the sentence starts at a slightly higher than average pitch. This pitch is maintained until the end of the sentence, at which point it rises to a very high (4) pitch:

Examples:

Yu wokabaot nomoa?  
Yufala baileg go long taon?

Finally, when there is a topicalized element (see Lesson 2, section 2.1.2 and Lesson 3, section 3.2) in the sentence, the sentence is usually broken into two intonation contours, one ending at the end of the topic and the other for the rest of the sentence.

## SENTENCE TYPE ONE: INTRANSITIVES

### Lesson Two

#### 2.1 Basic Word Order

Read the following sentences:

- |   |    |                   |                     |
|---|----|-------------------|---------------------|
| 1 | a. | Hem i ranawe.     | 'He has run away.'  |
|   | b. | Susana i save.    | 'Susan knows.'      |
|   | c. | Olo man i giaman. | 'The old man lied.' |

Notice a few things about these sentences:

- each has a subject and a verb;
- the subject comes before the verb;
- there is an *i* between the subject and the verb;
- tense (i.e., present, past, etc.) is not marked.

Many sentences in Pijin express the idea that someone or something (an actor) performs an action (i.e., Hem i ranawe. 'He ran away!') or that someone or something (an experiencer) experiences a state (i.e., Hem i save. 'He knows.'). The normal word order for these sentences is SUBJECT-VERB. These are commonly called intransitive sentences. Notice the following sentences:

	SUBJECT	PM	VERB
1 a.	Hem	i	ranawe.
b.	Susana	i	save.

## Sentence Type One: Intransitives

2.1.1 Prediciate Marker i

The i between the subject and verb in the above sentences is a predicate marker and marks the beginning of the verb phrase.

It occurs optionally when the subject is second or third person (i.e., yu, yufala, etc.) (i.e., hem, olketa, etc.) or first person plural (i.e., mifala, etc.) There apparently is no difference in meaning between the (a) and (b) varieties of the following sentences.

- |                         |                       |
|-------------------------|-----------------------|
| 2 a. Hem i ranawe.      | 'He ran away.'        |
| b. Hem ranawe.          |                       |
| 3 a. Jon an Rut i save. | 'John and Ruth know.' |
| b. Jon an Rut save.     |                       |
| 4 a. Yufala i wokabaot. | 'You (pl.) walked.'   |
| b. Yufala wokabaot.     |                       |
| 5 a. Mifala i kam.      | 'We came.'            |
| b. Mifala kam.          |                       |

The predicate marker is never used with first person singular.

- |              |           |
|--------------|-----------|
| 6 a. Mi go.  | 'I went.' |
| b. *Mi i go. |           |

NOTE: <sup>1</sup>The sign "\*" before a sentence, clause, phrase, or word in Pijin indicates that this is not an acceptable form. It is ungrammatical in Pijin.

2.1.2 Double Subjects

Compare the sentences in 7 with those in 8:

- |                       |                       |
|-----------------------|-----------------------|
| 7 a. Jon i save.      | 'John knows.'         |
| b. Dog i dae.         | 'The dog has died.'   |
| c. Olo mere i giaman. | 'The old woman lied.' |

## Sentence Type One: Intransitives

- 8 a. Jon hem i save. 'As for John, he knows.'  
 b. Dog hem i dae. 'As for the dog, it has died.'  
 c. Olo mare hem i giaman. 'As for the old woman, she  
 lied.'

Notice the addition of the pronoun hem ('he, she, it') in the sentences in 8.

It is quite common in Pijin to repeat the subject for emphasis, that is, to place it outside the sentence and use a pronoun in its place within the sentences. These are sometimes called double subjects or topicalized subjects.

	TOPIC	SUBJECT	PM	VERB
7 a.		Jon	i	save.
8 a.	Jon	hem	i	save.

The translations for the sentences in 8 aren't exactly accurate, since sentences of this type are used much more frequently in Pijin than they are in English. The exact conditions under which this type of sentence occurs in Pijin have not been thoroughly described.

2.2 Negatives: no, nating 'not'

Now look at the following sets of sentences:

- 9 a. Rut i save. 'Ruth knows.'  
 b. Mi wokabaot. 'I'm walking.'  
 10 a. Rut i nating save. 'Ruth doesn't know.'  
 b. Mi no wokabaot. 'I'm not walking.'

Sentences are negated by inserting no or nating after the predicate marker i. Where predicate markers do not occur, no or nating occurs between the subject and the verb.

	SUBJECT	PM	NEGATIVE	VERB
10 a.	Rut	i	nating	save.
b.	Mi		no	wokabaot.

## Sentence Type One: Intransitives

## 2.3 Yes/No Questions

## 2.3.1 Intonation

Compare the sentences in 11 with questions in 12:

- |       |                          |                             |
|-------|--------------------------|-----------------------------|
| 11 a. | Jon hem i save.          | 'John knows.'               |
| b.    | Yufala ranawe.           | 'You (pl.) ran away.'       |
| c.    | Jon an Rut tufala i kam. | 'John and Ruth are coming.' |
| 12 a. | Jon hem i save?          | 'Does John know?'           |
| b.    | Yufala ranawe?           | 'Did you (pl.) run away?'   |
| c.    | Jon an Rut tufala i kam? | 'Are John and Ruth coming?' |

Questions which can be answered with "yes" or "no" in Pijin (ya/ yes and nomoa) can be formed by using a rising question intonation, and no other marking, for example the sentences in 12:

	TOPIC	SUBJECT	PM	VERB (rising intonation)
12 a.	Jon	hem	i	save?
b.		Yufala		wokabaot?
c.	Jon an Rut	[olketa] <sup>2</sup> [tufala]	i	kam?

NOTE: <sup>2</sup>These brackets mean that either form is acceptable. In this case, the form used apparently depends on the dialect of Pijin spoken. For further explanation, see Lesson 5.

Another way to form a yes/no question is to add a final question particle, such as ia, to the end of a sentence, again with a rising intonation.

	TOPIC	SUBJECT	PM	VERB	QUESTION PARTICLE
13.	Jon an Rut	tufala	i	kam	ia?



## Sentence Type One: Intransitives

2.3.2 Answers

Now read this exchange between two people:

- 14 a. Jon an Rut i kam? 'Did John and Ruth come?'  
 b. Yes, tufala i kam. 'Yes, they did.'  
 c. Nomoa, tufala i no kam. 'No, they didn't.'

Questions of the above type are answered with yay yes ('yes') or nomoa ('no') or some equivalent phrase (i.e., Hem nao! 'That's right!'). The sentence may or may not be repeated.

	ANSWER	SUBJECT	PM	NEG	VERB
14 b.	Ya,	tufala	i		kam.
c.	Nomoa,	tufala	i	no	kam.

2.3.3 Negative Questions

Notice the differences between the following two sets of exchanges:

- 15 a. Jon an Rut tufala i kam ia? 'Did John and Ruth come?'  
 b. Yes, tufala i kam. 'Yes, they did.'  
 c. Nomoa, tufala i no kam. 'No, they didn't.'
- 16 a. Jon an Rut tufala i no kam ia? 'Didn't John and Ruth come?'  
 b. Yes, tufala i no kam. 'No, they didn't.'  
 c. Nomoa, tufala i kam. 'Yes, they did.'

Yes/no questions of the type described in 2.3.1 can be made negative by inserting no or nating after the predicate marker or between the subject and the verb when there is no predicate marker.

	TOPIC	SUBJECT	PM	NEG	VERB	TAG
17 a.	Jon	hem	i	no	kam	ia?
b.		Yu		no	save	ia?

## Sentence Type One: Intransitives

In answering negative questions, the speaker either agrees or disagrees with the proposition being questioned. This is quite different from languages like English, in which the answer agrees with the response. (As Pete Lincoln has pointed out, in Pijin the old line "Yes, we have no bananas." isn't funny.)

## NEGATIVE QUESTION

16 a.

Jon an Rut tufala i no kam ia?

16 a.  
b.

ANSWER	SUBJECT	PM	NEG	VERB
Ya, Nomoa,	tufala tufala	i i	no	kam. kam.

- a. 'No, they didn't.'  
b. 'Yes, they did.'

One way to relieve the confusion is to think of the ya and nomoa in 16 above as 'That's right.' and 'That's not right.' respectively. Therefore, Ya, hem no save might be glossed as 'That's right. He doesn't know.' and Nomoa, hem i save as 'That's not right. He knows.'



## Sentence Type One: Intransitives

## 2.4 Oral Exercises

Exercise 1: Single-Slot Substitution DrillJon hem i ranawe.

- |              |                |
|--------------|----------------|
| 1. Dog       | 6. Kokorako    |
| 2. Mere      | 7. Krangge man |
| 3. Bulumakao | 8. Olo woman   |
| 4. Piggig    | 9. Gele        |
| 5. Pikinini  | 10. Boe        |

Exercise 2: Single-Slot Substitution DrillJon hem i ranawe.

- |            |              |
|------------|--------------|
| 1. sidaon. | 6. toktok    |
| 2. giaman. | 7. laea.     |
| 3. krae.   | 8. kat kros. |
| 4. seksek. | 9. bulsit.   |
| 5. spel.   | 10. kam.     |

Exercise 3: Double-Slot Substitution DrillJon hem i ranawe.

- |             |                |
|-------------|----------------|
| 1. Kokorako | 6. Gele        |
| 2. sidaon.  | 7. bulsit.     |
| 3. krae.    | 8. Mere        |
| 4. Pikinini | 9. Krangge man |
| 5. toktok.  | 10. seksek.    |

## Sentence Type One: Intransitives

Exercise 4: Expansion Drill

Make double subjects by adding either hem, tufala or olketa to the following sentences.

EXAMPLE: Teacher: Jon i ranawe.  
Student: Jon hem i ranawe.

1. Jon i ranawe.
2. Jon an Susana i save.
3. Olo man i toktok.
4. Tufala pikinini i krae.
5. Faevfala wakaman i spel.
6. Jo i seksek.
7. Trifala pigpig i dae.
8. Pita i giaman.
9. Wanfala man i sidaon.
10. Mere blong hem i slip.
11. Samfala dog i ranawe.

Exercise 5: Transformation Drill

Change the following sentences to negative, adding no.

EXAMPLE: Teacher: Dadi hem i toktok.  
Student: Dadi hem i no toktok.

1. Dadi hem i toktok.
2. Mi seksek.
3. Gele hem i toro aot.
4. Yu bulsit.
5. Wakaman olketa i spel.
6. Bulumakao i ranawe.
7. Hem i giaman.
8. Tisa hem i sidaon.
9. Olketa i kam.
10. Mi krae.
11. Jo hem i slip.
12. Krangge man i singsing.

## Sentence Type One: Intransitives

Exercise 6: Utterance/Response Drill

Answer the question with either nomoa or yes/ya and a full sentence.

EXAMPLE: Teacher: Mere hem i ranawe? Nomoa  
Student: Nomoa. Hem i no ranawe.

- |                          |       |
|--------------------------|-------|
| 1. Mere hem i ranawe?    | Nomoa |
| 2. Kokorako dae?         | Ya    |
| 3. Pikinini krae?        | Ya    |
| 4. Gele toro aot?        | Nomoa |
| 5. Dogi sidaon?          | Ya    |
| 6. Wakaman spel?         | Nomoa |
| 7. Krangge man singsing? | Nomoa |
| 8. Bulumakao slip?       | Ya    |
| 9. Tisa giaman?          | Ya    |
| 10. Bigman toktok?       | Nomoa |
| 11. Boe laea?            | Nomoa |
| 12. Jaek bulsit?         | Nomoa |

Exercise 7: Utterance/Response Drill

Answer all of the following negative questions in the affirmative. That is, you show that you agree with what the questioner says in them by beginning your answer with yes and repeating the sentence underlying his question.

EXAMPLE: Teacher: Olketa i no save, ia?  
Student: Yes, olketa i no save.

1. Olketa i no save, ia?
2. Desfala man hem i no kam astade, ia?
3. Olketa i no sidaon, ia?
4. Yu no krae, ia?
5. Yufala no kam, ia?
6. Olketa i no dae, ia?
7. Desfala gele hem i no go yet, ia?
8. Olketa i no wosip, ia?
9. Belo hem i no ring, ia?
10. Yufala no giaman, ia?

## Sentence Type One: Intransitives

Exercise 8: Utterance/Response Drill

Now answer the same questions in the negative. That is, you show that you disagree with what the questioner says by beginning your answer with nomoa and repeating the sentence underlying his question without the negative no.

Exercise 9: Question/Answer Drill

Answer the following questions:

1. Yu kam hia las naet?
2. Yu no slip nao, ia?
3. Hem i no giaman, ia?
4. Yu wokabaot astade?
5. Yu no sidaon nao, ia?
6. Belo hem i no ring nao, ia?
7. Yu ranawe tumora?
8. Hem i no bulsit, ia?
9. Yu krae las naet?
10. Yu no seksek nao, ia?

## Sentence Type One: Intransitives

2.5 Written ExercisesExercise 1: Translation Exercise

Translate the following sentences from English into Pijin.

1. Joseph laughs a lot.

2. Ruth works at the office.

3. The boy told a lie.

4. Two dogs died.

5. He drives too.

6. They are happy.

7. The child is crying.

8. Joe and Billy are eating.

9. Michael is afraid.

10. Yesterday, Lamia was sick.

11. I am taking a little rest.

12. Susan vomited this morning.

## Sentence Type One: Intransitives

Exercise 2: Scrambled Sentences

Arrange the following words to make complete and grammatical Pijin sentences.

1. hem, i, bulumakao, ranawe  
\_\_\_\_\_
2. pikinini, i, hem, no, krae  
\_\_\_\_\_
3. toktok, bigman, i, hem  
\_\_\_\_\_
4. tufala, gele, singsing, tufala, i  
\_\_\_\_\_
5. kokorako, wanfala, dae, i  
\_\_\_\_\_
6. man, waka, desfala, i, hem  
\_\_\_\_\_
7. kam, nomoa, olketa, no, i  
\_\_\_\_\_
8. fising, yu, go, o, nomoa, naet, las  
\_\_\_\_\_
9. sidaon, yu, ia, sea, long  
\_\_\_\_\_
10. ia, tisa, i, hem, sik  
\_\_\_\_\_
11. dogi, sing, aot, samfala, i  
\_\_\_\_\_
12. ring, belo, i, hem, o, nomoa  
\_\_\_\_\_



## SENTENCE TYPE TWO: TRANSITIVES

### Lesson Three

#### 3.1 The Use of -em and -im

Compare the following sentences:

- |                            |                            |
|----------------------------|----------------------------|
| 1 a. Mere hem i ranawe.    | 'The woman ran away.'      |
| b. Bos hem i spel.         | 'The boss rested.'         |
| c. Pikinini hemi i plei.   | 'The child is playing.'    |
| 2 a. Jo hem i raetem leta. | 'Joe is writing a letter.' |
| b. Mi lanem Pijin nao.     | 'I'm learning Pijin now.'  |
| c. Franses i kaikaim raes. | 'Francis is eating rice.'  |

The sentences in 1 are the type studied in Lesson Two. The sentences in 2 are new. Notice the differences between the two types.

In the second type, the subject is doing something to someone or something (i.e., leta, raes). Notice, too, that all of the verbs in the second group of sentences end in -im, -em, or -m. This is sometimes called an object marker, or transitive marker, and it tells you that this verb normally takes an object.

	TOPIC	SUBJECT	PM	VERB	TM	OBJECT
1 a.	Mere	hem	i	ranawe.		
2 a.	Jo	hem	i	raet	-em	leta.

Sentences of the second type are called transitive sentences.

## Sentence Type Two: Transitives

3.2 Word Order

Although the usual word order for sentences of this type is that shown above, it is not uncommon to have the object mentioned first if it is emphasized or contrasted with someone or something else:

4. Wanfala pikinini, mi lukim. 'I saw a child.'

5. Popo mi kai kaim. 'I ate a papaya.'

In the sentence of this kind, there is usually a pause between the mention of the object and the rest of the sentence.

	OBJECT-TOPIC	SUBJECT	VERB	TM
4.	Wanfala pikinini	mi	luk	-im.



## Sentence Type Two: Transitives

## 3.3 Oral Exercises

Exercise 1: Single-Slot Substitution DrillDesfala mere kaikaim kokorako.

- |           |               |             |
|-----------|---------------|-------------|
| 1. kilim  | 5. korongisim | 9. lukaotem |
| 2. boelem | 6. busarem    | 10. fidim   |
| 3. bonem  | 7. motum      | 11. raosem  |
| 4. hotem  | 8. kukim      | 12. kaikaim |

Exercise 2: Double-Slot Substitution DrillDesfala mere kaikaim kokorako.

- |              |            |                |
|--------------|------------|----------------|
| 1. kilim     | 5. kuki.   | 9. karem       |
| 2. pikinini. | 6. baem    | 10. korongisim |
| 3. raosem    | 7. pigpig. | 11. kokorako.  |
| 4. wasem     | 8. kumara. | 12. kaikaim    |

Exercise 3: Utterance/Response Drill

Answer the following questions with either ya or the word which the teacher gives you.

- EXAMPLE: Teacher: Jo kavetem basket? (pause) ya  
 Student: Yes, hem kavetem basket.  
 Teacher: Masieni holem bus naef? (pause) tomeo  
 Student: Nomoa, hem i holem tomeo.

- |                               |          |
|-------------------------------|----------|
| 1. Jo kavetem basket?         | (yes)    |
| 2. Masiene holem bus naef?    | (tomeo)  |
| 3. Karolin busarem bulumakao. | (pigpig) |
| 4. Desfala gele klosem doa?   | (yes)    |
| 5. Desfala mere motum kumara? | (kaibia) |
| 6. Mami kaikaim kabis?        | (kakake) |
| 7. Kanaka wearem kabilato?    | (kaliko) |
| 8. Dadi openem pasel?         | (yes)    |
| 9. Desfala man aeanem sote?   | (trasis) |
| 10. Yu lanem Arosi?           | (Pijin)  |

## Sentence Type Two: Transitives

Exercise 4: Utterance/Response Drill

Continue with this exercise as you did with Exercise 3:

EXAMPLE: Teacher: Bos hem i kilim yu? (pause) raosem  
 Student: Nomoa, hem i raosem mi.

- |                                 |              |
|---------------------------------|--------------|
| 1. Bos hem i kilim yu?          | (raosem)     |
| 2. Hem i boelem pigpig?         | (korongisim) |
| 3. Yufala haerem kanu?          | (peim)       |
| 4. Gres hem i aeanem sote?      | (wasem)      |
| 5. Yu raonem aelan?             | (yes)        |
| 6. Hem i polesem kanu?          | (klinim)     |
| 7. Mami hem i ridim buk?        | (yes)        |
| 8. Dadi hem i hukim mamula?     | (lukim)      |
| 9. Risiad hem i sapenem tomo?   | (polesem)    |
| 10. Desfala olo man berem mani? | (yes)        |

Exercise 5: Question/Answer Drill

Answer the questions your teacher asks you.

1. Yu lanem Pijin?
2. Yu wearem sote?
3. Yu kavetem moto?
4. Yu kaikaim kaibia?
5. Yu raonen aelan?
6. Yu no hukim sak?
7. Yu no lanem Roviana?
8. Yu no garem bus naef?
9. Yu no garem pikinini?
10. Yu no wasem fes blong yu?
11. Yu lukaotem pigpig?
12. Yu no aeanem sote?
13. Yu wasem kaliko blong yu?
14. Yu no openen doa?

Exercise 6:

Ask your classmates questions using the following verbs:

aeanam	kaikaim	lukim
wasem	kavetem	lanem
garem	raosem	herem
hukim	ridim	wearem
raonem	raetem	tisim

## Sentence Type Two Transitives

3.4 Written ExercisesExercise 1: Translation Exercise

Translate the following sentences from English into Pijin.

1. He cuts the grass every week.  
\_\_\_\_\_
2. They are learning Pijin now.  
\_\_\_\_\_
3. Robert wrote a letter.  
\_\_\_\_\_
4. John and Jack wore shorts.  
\_\_\_\_\_
5. Susan broke the knife.  
\_\_\_\_\_
6. Did Grace wash the tee shirts?  
\_\_\_\_\_
7. The two of them cut down the tree.  
\_\_\_\_\_
8. Listen. They are calling out to you.  
\_\_\_\_\_
9. Ruth is cooking some soup.  
\_\_\_\_\_
10. We bought a shirt.  
\_\_\_\_\_
11. Do you have a watch?  
\_\_\_\_\_
12. John opened the store.  
\_\_\_\_\_

## Sentence Type Two: Transitives

Exercise 2: Scrambled Sentences

Arrange the following words so that they make good Pijin sentences.

1. aeanem, i, Sau, sote, hem  
\_\_\_\_\_
2. kaikaim, yu, supsup, o, nomoa  
\_\_\_\_\_
3. aks, Risiad, hem, tomo, i, sapenem  
\_\_\_\_\_
4. mamula, Pjta, i, hem, kilim  
\_\_\_\_\_
5. garem, yu, hanwas, nomoa, o  
\_\_\_\_\_
6. fidim, Gloria, hem, pikinini, i  
\_\_\_\_\_
7. busarem, Maek, i, hem, bulumakao  
\_\_\_\_\_
8. garem, yu, dres, long, kwi, o  
\_\_\_\_\_
9. olo, man, i, wata, hem, boelem  
\_\_\_\_\_
10. baem, mi, wande, pigpig  
\_\_\_\_\_
11. wasem, mifala, kaliko, astade  
\_\_\_\_\_
12. kandora, olketa, i, korongisim  
\_\_\_\_\_

## ASKING QUESTIONS

### Lesson Four

#### 4.1 Alternative Questions

Compare the questions in 1 and 2:

- |  |   |
|--|---|
| <p>1 a. Jon hem i ranawe?<br/> b. Mere i kukim pigpig?<br/> c. Olketa i lanem Pijin?</p>   | <p>'Did John run away?'<br/> 'Are the women cooking the pig?'<br/> 'Are they learning Pijin?'</p>   |
| <p>2 a. Jon hem i ranawe o<br/> hem i kam?<br/> b. Mere i kukim pigpig o<br/> kokorako?<br/> c. Olketa i lanem Pijin o<br/> nomoa?</p> | <p>'Did John run away or come?'<br/> 'Are the women cooking the pig<br/> or the chicken?'<br/> 'Are they learning Pijin or<br/> not?'</p> |

The questions in 1 are the type studied in 2.3. The questions in 2 are alternative-type questions with o 'or'.

	TOPIC	SUBJECT	PM	VERB	OBJECT	ALTERNATIVE
2 a.	Jon	hem	i	ranawe		o hem i kam?
b.		Yu		kukim	pigpig	o kokorako?
c.		Olketa	i	lanem	Pijin	o nomoa?

## Asking Questions

4.2 Asking About Subjects

Now look at the sentences in 3 and the questions in 4:

- |                                 |                        |
|---------------------------------|------------------------|
| 3 a. Jon hem i kam.             | 'John came.'           |
| b. Susana i visitim mi.         | 'Susan visited me.'    |
| c. Dogi hem i krae.             | 'The dog is crying.'   |
| 4 a. Hu (nao) i kam?            | 'Who came?'            |
| b. Wanem (nao) i krae?          | 'What is crying?'      |
| 5 a. Hu (nao) i visitim yu?     | 'Who visited you?'     |
| b. Hu (nao) i kaikaim kokorako? | 'Who ate the chicken?' |

There are a few things to notice about the questions in 5 and 6. First, in all of these questions, information is being requested about the subject (Jon, Susana, dogi).

Second, hu (nao) is used for people and wanem (nao) is used for non-humans. Third, the use of nao in these sentences is optional.

4.3 Asking About Objects

Compare the following sentences:

- |                              |                       |
|------------------------------|-----------------------|
| 6 a. Yu kaikaim wanem?       | 'What did you eat?'   |
| b. Sele i visitim hu?        | 'Who did Sele visit?' |
| 7 a. Wanem (nao) yu kaikaim? | 'What did you eat?'   |
| b. Hu nao Sele i visitim?    | 'Who did Sele visit?' |

Notice the differences between the questions in number 5 and those in 6 and 7.

The questions in 6 and 7 all ask about the object. When asking about the object, the question word (wanem, hu) can either go after the verb or at the beginning of the sentence. Notice that nao is obligatory when hu is moved to the beginning of the sentence.



## Asking Questions

	SUBJECT	PM	VERB	TM	QUESTION WORD
6 a.	Yu		kaikai	-m	wanem?
b.	Sele	i	visit	-im	hu?

	QUESTION WORD	SUBJECT	PM	VERB	TM
7 a.	Wanem (nao)	yu		kaikai	-m.
b.	Hu nao	Sele	i	visit	-im.

## 4.4 Asking About the Event

When all that is known is the subject and you want to ask about the entire event, you use Wanem nao ... duim?

8. Wanem (nao) yu duim?  
Mi kaikaim kokorako.

'What are you doing?'  
'I'm eating a chicken.'



## Asking Questions

4.5 Oral ExercisesExercise 1: Expansion Drill

Listen to the question that your teacher asks. Then make a new, alternative-type question using the words he/she gives you.

EXAMPLE: Teacher: Jon i kukim pigpig? (pause) kokorako  
Student: Jon i kukim pigpig o kokorako?

1. Jon i kukim pigpig? (o kokorako)
2. Jo i wakem haos? (o kanu)
3. Yutufala lukaotem fis? (o nomoa)
4. Olketa i giaman? (o olketa i tok tru)
5. Oloman ia baem long kwi? (o sote)
6. Trifala i kaikaim kokonat? (o kasava)
7. Waef blong Pita i ridim buk? (o nomoa)
8. Rut hem i waka long hospetel? (o long beng)
9. Pikinini ia hem i sik? (o slip)
10. Dadi blong yu garem motoka? (o nomoa)
11. Yufala kam fo plei futbol? (o ragbi)
12. Bili hem i waka long taon kaonsel? (o tisa)

Exercise 2: Integration Drill

Listen to the two questions your teacher asks. Then combine the two questions, making an alternative-type question with o.

EXAMPLE: Teacher: Jon hem i kaikaim pigpig? Jon hem i kaikaim kokorako?

Student: Jon hem i kaikaim pigpig o kokorako?

1. Jon hem i kaikaim pigpig? Jon hem i kaikaim kokorako?
2. Tufala baem kaliko? Tufala no baem kaliko?
3. Jo hem i krae? Jo hem i laf?
4. Yutufala korongisim kumara? Yutufala korongisim taro?
5. Olketa i lukaotem kokonat? Olketa no lukaotem kokonat?
6. Fren blong mi hem i singsing? Fren blong mi hem i singaot?
7. Elison hem i dringim bia? Elison hem i dringim wata?
8. Tomas hem i digim dren? Tomas hem no digim dren?
9. Pikinini ia hem i kaikai? Pikinini ia hem i plei?
10. Sam hem i lusim baeg? Sam hem i lusim seleni?
11. Yutufala peim haos? Yutufala no peim haos?
12. Bos blong yu hem i slip? Bos blong yu hem i sik?

## Asking Questions

Exercise 3: Transformation Drill

Change the following sentences to questions using hu nao or wanem nao.

EXAMPLE: Teacher: Pita hem i visitim Susana.  
Student: Hu nao visitim Susana?

1. Pita hem i visitim Susana.
2. Dogi hem i ranawe.
3. Fren blong Billi hem i dae.
4. Wanfala kokorako hem i krae.
5. Rut hem i maritim wanfala dokta.
6. Oiketa pikinini i stilim raep banana blong mi.
7. Pigpig hem i spoem gaden.
8. Tufala bom i bosta astade.
9. Sista blong Pita hem i sik?
10. Waef blong big man ia hem i kam.
11. Sote blong Jon hem lus.
12. Bulumakao hem i singaot.

Exercise 4: Transformation Drill

Change the following sentences to questions using hu or wanem, as you did in Exercise 3.

EXAMPLE: Teacher: Mami hem i kukim supsup.  
Student: Wanem nao mami hem i kukim?

1. Mami hem i kukim supsup.
2. Jo hem i brekem laet blong Robet.
3. Franses hem go long baesikol.
4. Wantok blong Tome hem faetim Will.
5. Oiketa i lukaotem kasusu.
6. Susana an Duku i kukim kakake.
7. Matin hem i go fising weitim dadi blong hem.
8. Josep hem i katem bigfala tri.
9. Hedman hem i raosem Maekol.
10. Hasban blong Naomi hem i wearem kabilato.
11. Hem toktok weitim wanfala misinare.
12. Deved hem i baem katnat.

## Asking Questions

Exercise 5: Question Formation Drill

Make questions using the following words.

1. kaikaim, banana, popo
2. wakem, haos, kanu
3. ridim, buk, leta
4. korongisim, pigpig, pisin
5. lukaotem, sote, long, kwi
6. lanem, Pijin, Ingglis
7. baem, naef, aks
8. busarem, kokorako, bulumakao
9. plandem, taro, yam
10. lusim, seleni, hanwas
11. mavim, long, ston
12. kaondem, kokonat, pipol

Exercise 6: Question/Answer/Question Drill

Answer the question your teacher asks. Then ask the same or a similar question to your teacher or a classmate.

EXAMPLE: Teacher: Wanem nao yu wande kaikaim?  
 Student: Mi wande kaikaim popo.  
 Wanem nao yu wande kaikaim?

(Teacher or second student responds appropriately.)

1. Wanem nao yu wande kaikaim?
2. Wanem nao Jon wande korongisim?
3. Wanem nao yu duim astade?
4. Wanem nao yu wande baem?
5. Wanem nao yu plandem?
6. Hu nao visitim Helen?
7. Wanem nao yu ridim?
8. Hu nao askem mi kwestin?
9. Wanem yu lukaotem?
10. Hu nao tisim yu Pijin?
11. Wanem Jak an Robet i skelem?
12. Wanem nao Ho i wande dringim?

## Asking Questions

Exercise 7: Question/Answer Drill

Answer the following questions.

1. Wanem yu lanam destaem?
2. Hu nao sit daon weitim yu?
3. Wanem nao yu ridim ia?
4. Wanem nao yu duim las astade?
5. Hu i tisim yu Pijin?
6. Wanem nao tisa i duim?
7. Hu nao toktok destaem?
8. Wanem nao tisa i wearem?
9. Wanem yu lukim destaem?
10. Wanem nao man ia duim?
11. Hu nao toktok tumas tude?
12. Wanem yu duim astade?

## Asking Questions

4.6 Written ExercisesExercise 1: Scrambled Sentences

1. nao, ia, toktok, hem, i, hu  
\_\_\_\_\_
2. i, Pita, nao, hem, busarem, wanem  
\_\_\_\_\_
3. wakem, kanu, hu, nao, ia  
\_\_\_\_\_
4. ia, dringim, yu, nao, wanem  
\_\_\_\_\_
5. krae, nao, i, ia, wanem  
\_\_\_\_\_
6. i, hu, dadi, lukaotem, hem  
\_\_\_\_\_
7. kaikaim, Jon, hem, i, wanem, nao  
\_\_\_\_\_
8. yu, nao, wanem, boelem  
\_\_\_\_\_
9. singsing, hu, nao, ia  
\_\_\_\_\_
10. haos, wakem, ia, hu, nao  
\_\_\_\_\_
11. katem, tri, hu, nao, ia  
\_\_\_\_\_
12. hu, raetem, ia, leta, nao  
\_\_\_\_\_

## Asking Questions

Exercise 2: Translation Exercise

1. What did you have for dinner yesterday?

2. What did you buy this morning?

3. Who drew this picture?

4. Who has taken the table?

5. What are you doing?

6. Who is your teacher?

7. What is this?

8. Who is talking?

9. What did you see last night?

10. Who opened the door?

11. Who is shouting?

12. Who broke this chair, Joe?

## NOUN PHRASES

### Lesson Five

#### 5.1 Singular and Plural

##### 5.1.1 Quantifiers to Mark Number

Read the sentences in 1.

- |                               |                               |
|-------------------------------|-------------------------------|
| 1 a. Mi lukim wanfala pigpig. | 'I saw one/a pig.'            |
| b. Mi lukim tufala pigpig.    | 'I saw two pigs.'             |
| c. Mi lukim samfala pigpig.   | 'I saw some pigs.'            |
| d. Mi lukim olketa pigpig.    | 'I saw the/some pigs.'        |
| e. Mi lukim evri pigpig.      | 'I saw each/all of the pigs.' |

Notice that sometimes pigpig is translated as 'pig' and sometimes as 'pigs'. In Pijin, many times when the context is clear, number (singular or plural) is not marked on the noun. When it is necessary to specify number in order to clarify a context, a quantifier, such as wanfala, tufala, samfala, olketa, or evri, is sometimes used.

	QUANTIFIER	NOUN
1 a.	Mi lukim	wanfala pigpig.
c.		samfala

##### 5.1.2 Double Subjects to Mark Number

Now read the sentences in 2 and notice their translations.

- |                      |                     |
|----------------------|---------------------|
| 2 a. Dog hem i big.  | 'The dog is big.'   |
| b. Dog olketa i big. | 'The dogs are big.' |

In the first sentence, dog is translated as 'dog' while in the second the translation is 'dogs'. In these cases, number is indicated by the pronoun in the double subject construction. Hem is used for third person singular subjects; olketa for third person plural subjects. (For more information on number and pronouns; see Section 5.3).

	TOPIC	SUBJECT
2 a.	Dog	hem i big.
b.		olketa



5.1.3 Dual vs. Plural

In some areas of the Solomons, a distinction is made between dual and plural phrases. In those dialects, if we were talking about one dog, we would say sentence 3; if we were talking about two dogs, we would say 4; and only if we were talking about three or more dogs would we say 5.

3. Dog ia hem i big.
4. Tufala dog ia tufala i big.
5. Olketa dog ia olketa i big.

NOTE: For some speakers of Pijin, hem is used in the double subject position with first person plural inclusive and exclusive, second person singular, dual and plural, and third person dual subjects, as well as with the third person singular. A speaker from Isabel was heard using hem in this way consistently. A similar observation was made by Simons (1977. "Differences between the Pidgins of Papua New Guinea and the Solomon Islands," p. 16.)

5.2 Definite and Indefinite

- 6 a. Desfala man hem i kam long Kukum.
- b. Man ia hem i kam long Kukum.
- c. Desfala man ia hem i kam long Kukum.
- d. Olketa man olketa i kam long Kukum.
- e. Olketa man ia olketa i kam long Kukum.
- f. Man ia olketa i kam long Kukum.
- g. Mi lukim desfala man.
- h. Mi lukim man ia.
- i. Mi lukim desfala man ia.

'The man came from Kukum.'

'The men came from Kukum.'

'I saw the { man.  
men.'

## Noun Phrases

- |                          |                              |
|--------------------------|------------------------------|
| 7 a. Wanfala man hem i   | "A                           |
| kam long Kukum.          | "One } man came from Kukum." |
| b. Samfala man olketa    | 'Some men came from          |
| i kam long Kukum.        | Kukum.'                      |
| c. Mi lukim wanfala man. | 'I saw a man.'               |
| d. Mi lukim samfala man. | 'I saw some men.'            |

5.2.1 Definite Noun Phrases

Notice that in the sentences in 6, man refers to a specific man or some specific men that the speaker assumes the hearer already knows about, either because they can both see the man/men or because the man/men have been mentioned earlier. These types of noun phrases are sometimes called definite.

When it is necessary to mark a noun phrase as being definite, either desfala precedes the noun, ia follows the noun, or both desfala and ia are used.

<u>desfala</u>	NOUN	<u>ia</u>	
desfala	man		'the man'
	man	ia	
desfala	man	ia	

**NOTE:** When ia follows the noun and is at the end of the sentence, certain complications arise. Man in sentence 6(h), therefore could have an indefinite as well as a definite interpretation.

5.2.2 Indefinite Noun Phrases

In the sentences in 7, the speaker is still talking about a specific man or some specific men, but the speaker assumes the hearer doesn't know about the man/men, perhaps because this is the first time he/they are being mentioned in the conversation. This type of noun phrase is sometimes called indefinite.

When it is necessary to mark a noun phrase as being indefinite, wanfala or samfala precedes the noun.

## Noun Phrases

5.3 Pronouns5.3.1 Personal Pronouns

Personal pronouns in Pijin are marked for number (i.e., singular hem 'he, she, it' vs. plural olketa 'they') but not gender (i.e., hem = 'he', 'she', 'it') or case (i.e., hem = 'he', 'him'; 'she', 'her').

In addition to first, second, and third person pronouns Pijin has an inclusive person, which refers to the speaker and hearer. In some areas of the Solomons a singular, dual, plural distinction is made in Pijin rather than just singular and plural. Study the chart below and the examples which follow.

	SINGULAR	DUAL	PLURAL
1st Person	mi	mitufala	mifala
Inclusive	--	yumitufala	yumi
2nd Person	yu	yutufala	yufala
3rd Person	hem	tufala	olketa

- |                                |   |
|--------------------------------|---|
| 8 a. <u>Mi</u> go nao.         | 'I'm going.'                                  |
| b. <u>Mitufala</u> go nao.     | 'We (the two of us, but not you) are going.'  |
| c. <u>Mifala</u> go nao.       | 'We (several of us, but not you) are going.'  |
| d. <u>Yumitufala</u> i go nao. | 'We (you and I) are going.'                   |
| e. <u>Yumi</u> i go nao.       | 'We (several of us including you) are going.' |
| f. <u>Yu</u> i go nao.         | 'You (singular) are going.'                   |
| g. <u>Yutufala</u> i go nao.   | 'You (the two of you) are going.'             |
| h. <u>Yufala</u> i go nao.     | 'You (plural) are going.'                     |
| i. <u>Hem</u> i go nao.        | 'He (she/it) is going.'                       |
| j. <u>Tufala</u> i go nao.     | 'They (the two of them) are going.'           |
| k. <u>Olket</u> a i go nao.    | 'They (plural) are going.'                    |

## Noun Phrases

5.3.2 Reflexive Pronouns

Compare the following sentences:

- 9 a. Jon i hitim mi.  
b. Mi hitim hem.

'John hit me.'  
'I hit him.'

- 10 a. Jon i hitim (hem) seleva.  
b. Mi hitim (mi) seleva.

'John hit himself.'  
'I hit myself.'

When an object noun phrase has the same referent as the subject noun phrase in the same sentence, the reflexive form seleva is used. Repetition of the pronoun form (i.e., hem, mi, etc.) is optional.

5.3.3 Emphatic Pronouns

Seleva is also used to express emphasis, as in the following sentences:

- 11 a. Mi seleva mi wakem haos.  
b. Jon seleva hem i go long Nendo.

'I built the house myself.'  
'John himself went to Nendo.'



## Noun Phrases

## 5.4 Oral Exercises

Exercise 1: Double-Slot Substitution Drill

Jak hem i laekem samfala-fis.

- |            |             |             |
|------------|-------------|-------------|
| 1. wata    | 5. katem    | 9. kukim    |
| 2. dringim | 6. bitalnai | 10. kandora |
| 3. garem   | 7. kaikaim  | 11. lukim   |
| 4. tri     | 8. yam      | 12. kokonat |

Exercise 2: Double-Slot Substitution Drill

Mi lukim wanfala pigpig.

- |               |             |             |
|---------------|-------------|-------------|
| 1. kilim      | 5. kaikaim  | 9. pikinini |
| 2. kandora    | 6. kokorako | 10. raosem  |
| 3. korongisim | 7. fidim    | 11. mere    |
| 4. sak        | 8. ilfis    | 12. tisim   |

Exercise 3: Double-Slot Substitution Drill

Jon hem i kaikaim pigpig ia.

1. wanfala pigpig
2. bonem
3. fis ia
4. yam ia
5. samfala yam
6. baetem
7. samfala kumara
8. kumara ia
9. bulumakao ia
10. busarem
11. wanfala bulumakao
12. pigpig ia

## Noun Phrases

Exercise 4: Transformation Drill

Move the object to the front of the sentence and add nao after the subject.

EXAMPLE: Teacher: Jon hem i kaikaim pigpig ia.  
Student: Pigpig ia, Jon nao hem i kaikaim.

1. Jon hem i kaikaim pigpig ia.
2. Sikua hem i torowe ston ia.
3. Bili hem i bonem desfala fis ia.
4. Ana hem i kukim yam ia.
5. Talo hem i brekem desfala botol ia.
6. Duku hem i spoelem klok ia.
7. Beni hem i kaikaim olketa kumara ia.
8. Alfred hem i busarem bulumakao ia.
9. Gase hem i fidim pusikat ia.
10. Sadere hem i wakem gnusugnusu ia.

Exercise 5: Replacement Drill

Replace the underlined nouns with appropriate pronouns.

1. Wea nao Jon?
2. Mami blong mi hem i garem trifala dogi.
3. Tua, Pita an Bili lukaotem Deved.
4. Hu nao fidim olo mere ia?
5. Susana, Doroti an mi kaikaim banana.
6. Pikinini ia i slip long haos blong Talo an Duku.
7. Mi wande go weitim olo man ia.
8. Rut askem Taro fo kaikai.
9. Mere no wandem Jo, Jon an Pita.
10. Pikinini blong Tomas laekem tisa.
11. Fofala bulumakao spoelem gaden blong Suku.
12. Hu nao baem kanu an aks ia?

Exercise 6: Translation Drill

1. Pita hem i baem fis.
2. Jo hem i waka.
3. Ros hem i baem wanfala bus naef.
4. Josep hem i ringim gita ia.
5. Alfred i wearem lavalava.
6. Bigman hem i kam.
7. Timo hem i bonem kasava ia.
8. Steven hem i tisim pikinini.
9. Pol i killim wanfala snek.
10. Tom hem i laekem buk ia.

Exercise 7: Translation Drill

1. Mary likes pork.
2. She wants that book.
3. John teaches the children.
4. Peter loves beef.
5. Susan saw the cat.
6. Harry taught this girl.
7. Bill wears long trousers.
8. Elizabeth killed the dog.
9. Jim lost some money.
10. Tom bought the canoe.

Exercise 8: Multiple-Slot Substitution Drill

Mi katem mi seleva.

1. yu
2. helpem
3. mifala
4. kikim

5. Bili an Helen
6. kilim dae
7. olketa
8. bonem

9. Jon
10. spoelem
11. yufala
12. hitim

## Noun Phrases

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5.5 Written ExercisesExercise 1: Fill in the blank.

1. Mere wasem \_\_\_\_\_. (the baby)
2. \_\_\_\_\_ hem i ranawe. (One dog)
3. Tamo hem i kaikai \_\_\_\_\_ . (some kumara)
4. Sau hem i wakem \_\_\_\_\_. (the soup)
5. Jo hem i lukim \_\_\_\_\_ : (an old man)
6. \_\_\_\_\_ hem i kukim fis. (That girl)
7. Sam hem i tisim \_\_\_\_\_ Pijin. (the boys)
8. \_\_\_\_\_ hem i korongisim kokorako. (A woman)
9. Dqroti hem i wasem \_\_\_\_\_. (clothes)
10. Olketa i lukaotem \_\_\_\_\_. (coconuts)



## Noun Phrases

Exercise 2: Transformation Exercise

Change the singular nouns to plural and the plural nouns to singular.

1. Wanfala mere hem i givim senis long mi.  
\_\_\_\_\_
2. Olketa pig olketa i ranawe.  
\_\_\_\_\_
3. Mi tekem olketa boe.  
\_\_\_\_\_
4. Olketa eg olketa i brek nao.  
\_\_\_\_\_
5. Yu satem wanfala buk ia.  
\_\_\_\_\_
6. Wanfala mere i sidaon long stoa.  
\_\_\_\_\_
7. Man ia hem i kam long Honiara.  
\_\_\_\_\_
8. Desfala dog hem i go long bus.  
\_\_\_\_\_
9. Olketa man ia olketa i go fising.  
\_\_\_\_\_
10. Wanfala olo man hem i waka olketa haos.  
\_\_\_\_\_

## Noun Phrases

Exercise 3: Translation Exercise

1. Steven has some bananas.  
\_\_\_\_\_
2. This pig ate the rice.  
\_\_\_\_\_
3. Do you have a stomach ache?  
\_\_\_\_\_
4. My dog knows this road.  
\_\_\_\_\_
5. The women bowed their heads.  
\_\_\_\_\_
6. Are you drinking beer?  
\_\_\_\_\_
7. All the dogs are howling.  
\_\_\_\_\_
8. The men are pushing the log.  
\_\_\_\_\_
9. I have malaria.  
\_\_\_\_\_
10. Are you playing football?  
\_\_\_\_\_

# SENTENCE TYPE THREE: VERBLESS SENTENCES

## Lesson Six

Look at the following sentences:

- |                              |                        |
|------------------------------|------------------------|
| 1 a. Jon hem i tisa.         | 'John's a teacher.'    |
| b. Susana hem i dokta.       | 'Susan's a doctor.'    |
| c. Olketa i wakaman.         | 'They're laborers.'    |
| 2 a. Jon hem i hevi.         | 'John is heavy.'       |
| b. Susana hem i hanggri.     | 'Susan is hungry.'     |
| c. Yumi ful drang.           | 'We're drunk.'         |
| 3 a. Hanwas hem i blong Jon. | 'The watch is John's.' |
| b. Basakolo hem i blong mi.  | 'The bicycle is mine.' |
| c. Kom hem i blong yu.       | 'The comb is yours.'   |

Did you notice that none of the above sentences have verbs? Pijin sentences which have no verbs are of three kinds.

### 6.1 Sentences Identifying Someone or Something

Sentences which identify someone or something as belonging to a class have no verb, only a subject, a predicate marker, and a predicate nominative.

	TOPIC	SUBJECT	PM	PREDICATE NOMINATIVE
1 a.	Jon	hem	i	tisa.
b.	Susana	hem	i	dokta.
c.		Olketa	i	wakaman.

### 6.2 Sentences Assigning a Quality to Someone or Something

Sentences which assign a quality to someone or something also have no verb, but simply a subject, a predicate marker and a predicate adjective.

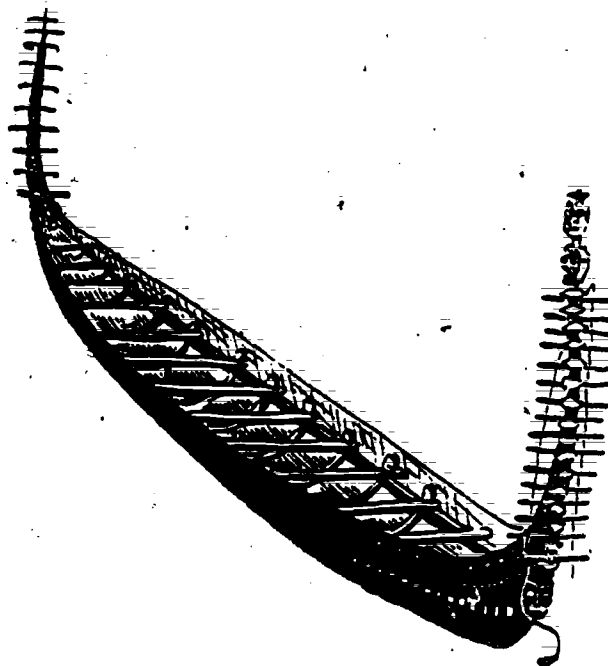
	TOPIC	SUBJECT	PM	PREDICATE NOMINATIVE
2 a.	Jon	hem	i	hevi.
b.	Susana	hem	i	hanggri.
c.		Yumi		ful drang.

## Sentence Type Three: Verbless Sentences

## 6.3 Sentences Assigning Possession to Someone or Something

Sentences which tell to whom or to what something belongs have no verbs, but have only a subject, a predicate marker, blong (the preposition meaning 'of'), and a noun.

	TOPIC	SUBJECT	PM	blong	NOUN PHRASE
3 a.	Hanwas ia Basakolo	hem hem Kom ia	i i i	blong blong blong	Jon. mi. yu.



## Sentence Type Three: Verbless Sentences

## 6.4 Oral Exercises

Exercise 1: Double-Slot Substitution DrillJon hem i tisa.

- |             |                |
|-------------|----------------|
| 1. wakaman  | 9. stoaman     |
| 2. Tomas    | 10. patere     |
| 3. dokta    | 11. Robet      |
| 4. misinare | 12. fisaman    |
| 5. Sau      | 13. Jo         |
| 6. Klak     | 14. Pitá       |
| 7. Salome   | 15. olo man ia |
| 8. Fred     |                |

Exercise 2: Multiple-Slot Substitution DrillJon hem i sif.

- |                 |                                |
|-----------------|--------------------------------|
| 1. tisa         | 9. foafala                     |
| 2. Jo an Susana | 10. mifala                     |
| 3. misinare     | 11. Franses an brata blong hem |
| 4. trifala      | 12. dokta                      |
| 5. yufala       | 13. gele ia                    |
| 6. polisman     | 14. Pita an fren blong hem     |
| 7. Jak an hem   | 15. olo man ia                 |
| 8. fisaman      |                                |

Exercise 3: Double-Slot Substitution DrillJon hem i hanggre.

- |             |                 |
|-------------|-----------------|
| 1. sik      | 9. mere         |
| 2. fraet    | 10. olo         |
| 3. pigpig   | 11. man ia      |
| 4. smolfala | 12. krangge     |
| 5. wael     | 13. boe ia      |
| 6. waet     | 14. sot         |
| 7. sote     | 15. long kwi ia |
| 8. katkat   |                 |

## Sentence Type Three: Verbless Sentences

Exercise 4: Multiple-Slot Substitution DrillJon hem i hanggre:

- |                   |                  |
|-------------------|------------------|
| 1. tufala olo man | 9. mifala        |
| 2. olketa boe     | 10. liu          |
| 3. wanfala mere   | 11. kros         |
| 4. sotwin         | 12. mi           |
| 5. seksek         | 13. hadwak       |
| 6. Pita an Robet  | 14. yufala       |
| 7. spak           | 15. wanfala gele |
| 8. les            |                  |

Exercise 5: Multiple-Slot Substitution DrillHanwas n i blong Jon:

- |                    |                   |
|--------------------|-------------------|
| 1. olketa buk      | 9. kanu           |
| 2. tufala naef     | 10. fofala dogi   |
| 3. Rut             | 11. haos          |
| 4. olketa pikinini | 12. Maek          |
| 5. Helen           | 13. wanfala piksa |
| 6. lam             | 14. sea           |
| 7. trifala sote    | 15. Bili          |
| 8. .Elison         |                   |

## Sentence Type Three: Verbless Sentences

Exercise 6: Transformation Drill

Change these sentences to the negative and then give an affirmative sentence using the word in parenthesis.

EXAMPLE: Teacher: Desfala buk i blong Maek. (Hare)  
Student: Nomoa. Buk ia i no blong Maek.  
Hem i blong Hare.

1. Sote ia i red. (blu)
2. Mi dokta ia. (tisa)
3. Hanwas ia hem i blong mi. (mi)
4. Olketa i kanu blong gavman. (Kwan Hong)
5. Gele ia hem i pikinini blong Sau. (Ros)
6. Yufala i misinare ia. (Pis Kop)
7. Haos ia blong olketa. (Pita)
8. Desfala man hem i patere. (tisaman)
9. Long kwi ia hem blong brata blong Jon. (Dadi)
10. Olketa i wakaman. (skul boe)
11. Basket, buk an baero ia i blong Deved. (fren blong hem)
12. Maek hem i strong. (wik)
13. Trifala kasusu i blong mi. (Mami blong mi)
14. Jon an Susana tufala i sot. (long)

Exercise 7: Translation Drill

1. This boy is clever.
2. Susan and her friend are shop keep-ers.
3. Those cows belong to Joseph's father.
4. The house is long and large.
5. We are laborers.
6. Michael is a school teacher.
7. Ruth is beautiful.
8. That is Robert's bed.
9. You are priests.
10. Tom is hungry.

## Sentence Type Three: Verbless Sentences

6.5 Written ExercisesExercise 1: Scrambled Sentences

1. ia, hanwaŋ, hem, i, mi, blong  
\_\_\_\_\_
2. patere, man, hen, i, desfala  
\_\_\_\_\_
3. wakaman, i, olketa  
\_\_\_\_\_
4. brata, Jon, longkwi, blong, ia, hem, blong  
\_\_\_\_\_
5. dadi, mi, blong, hem, sik, i  
\_\_\_\_\_
6. ni, blong, trifala, i, kasusu  
\_\_\_\_\_
7. i, ia, hem, sote, red  
\_\_\_\_\_
8. blong, haos, ia, olketa  
\_\_\_\_\_
9. olo, man, ia, hem, dokta, i  
\_\_\_\_\_
10. hem, i, Maek, strong  
\_\_\_\_\_
11. pikinini, gele, ia, hem, blong, Sau, i  
\_\_\_\_\_
12. kanu, ia, blong, hem, i, olketa  
\_\_\_\_\_



## Sentence Type Three: Verbless Sentences

Exercise 2: Transformation Exercise

Change the nouns in the following sentences from singular to plural.

1. Pikinini ia hem i hanggre.

2. Buk ia hem i blong hu?

3. Mere ia hem i dokta o sista?

4. Kanu ia hem i red.

5. Desfala naef hem i blong hu?

6. Man ia hem i sif o wakaman nomoa?

7. Haos ia hem i big.

8. Motoka ia hem i blong hu?

9. Sele ia hem i tisa o sista?

10. Fis ia hem i long.

11. Long kwi hem i blong hu?

12. Dadi blong yu hem i klak o patere?

# TENSE AND TIME

## Lesson Seven

### 7.1 Future Tense

Compare the two sentences below:

1. Mi go long taon.
 

{ 'I'm going to town.  
(i.e., right now)'  
'I went to town.'  
'I will go to town.'
2. Bae mi go long taon. 'I will go to town'

The first sentence doesn't specify tense. The hearer knows the tense of the verb by the context. In the second sentence, however, the use of bae (or baebae) before the subject indicates that this sentence is future.

Bae (or baebae) can occur anywhere in the sentence before the predicate marker, as long as it doesn't break up phrases. That is to say, in addition to its sentence-initial position, illustrated in sentence 2 above, bae(bae) can occur after any time adverbials which may start the sentence, after the topic, or between the subject and predicate marker.

	TIME ADVERB	TOPIC	SUB- JECT	PM	VERB PHRASE
3.	Neks tumora	dadi blong mi	hem	i	go long taon.

In the above diagram, bae(bae) can occur whenever there is a double verticle line.

## Tense and Time

7.2 Past Tense

Now compare these two sentences:

4. Alfred hem i wokabaot

'Alfred has been walking/  
walked in the bush.'  
'Alfred's going to walk in  
the bush.'  
'Alfred will walk in the  
bush.'

5. Alfred hem i bin  
wokabaot long bus.

'Alfred walked/has been  
walking in the bush.'

Again, the first sentence can refer to the past, the present or the future, depending on the context. When bin is added immediately after the predicate marker or before the verb, the sentence refers to past time. Unlike baebae, bin must occur between the predicate marker and the verb.

	TOPIC	SUBJECT	PM	bin	VERB
6.	Fred	hem	i	bin	wokabaot.

This form is not very widespread, however, and a more common way to explicitly express past time is through the use of an adverb of time, e.g., astade, las astade, las wik, etc.

7.3 Time Adverbials7.3.1 Time of Day

Traditionally in Pijin, the day is divided into mone 'morning', melewan dei 'noon', aftanun 'afternoon', ivning or sapa 'evening', and naet 'night'. While the table below is a rough indication of the "clock time" covered by each of these expressions, remember that these are only approximations. In fact, if someone tells you that they will meet you long melewan dei, they are as likely to mean 'when the morning chores are completed' as they are to mean '12 o'clock'.

mone	'morning'	First daylight to mid-day
melewan dei	'noon'	Mid-day
aftanun	'afternoon'	1 p.m. to 4 p.m.

## Tense and Time

ivning/sapa	'evening'	4 p.m. to sunset
naet	'night'	Sunset to first daylight
melewan naet	'midnight'	10 p.m. to 2 a.m.

The adverbs of time are used with the preposition long, as in the following sentences.

- 7a. Susana hem i kasem long  
haos blong hem long sapa. 'Susana got home in  
the evening.'
- b. Long mone mi go long  
maket. 'In the morning I went  
to the market.'

As watches and clocks become more common in the Solomons, Pijin is incorporating "clock time" phrases. It is not uncommon to hear long hapas siks long ivning or long seven klok long mone.

In this regard, stret is used to mean 'exactly' and immediately follows the time expression, as in sentence 8.

8. Yu kam long tri klok  
stret. 'Come at three o'clock  
sharp.'

Likewise, kolsap and abaot are used to mean 'approximately', as in sentences 9 and 10.

9. Pita hem i go long ofis  
long abaot eit klok. 'Peter goes to the  
office at about  
eight o'clock.'
10. Bae mi kam kolsap long  
seven klok. 'I'll come around  
seven.'

Notice that kolsap occurs before the preposition long; abaot occurs between long and the time expression.

## Tense and Time

## 7.3.2 Days and Dates

The Pijin names of the days of the week and the months of the year are from English. Here is the complete set.

DAYS	DEI	MONTHS	MANS.
Sunday	Sande	January	Januare
Monday	Mande	February	Febuare
Tuesday	Tiusde	March	Mas
Wednesday	Wenesde	April	Eprel
Thursday	Tosde	May	Mei
Friday	Fraede	June	Jun
Saturday	Sarere	July	Julae
Today	Tude	August	Agus
Tomorrow	Tumora	September	Septemba
Yesterday	Astade	October	Oktoba
Day after tomorrow	Neks tumora	November	Novemba
Day before yesterday	Las astade	December	Disemba

Days of the week and months of the year are used with long.

11. Long Septemba mi stap  
long Honiara.  
Yu visitim fren blong  
yu long Fraede?

'I was in Honiara in  
September.'  
'Did you visit your  
friend last Friday?'

In Pijin, dates are formed in the following way:

August First  
March Sixteenth  
On June Second

Namba wan long Agus  
Namba sikstin long Mas  
Long namba tu long Jun

Years are formed as in English:

1979

Naentin seventi naen

## Tense and Time

7.4 Oral ExercisesExercise 1: Double-Slot Substitution Drill

Tumora baebae mi go long taon.

- |                |                                  |
|----------------|----------------------------------|
| 1. skul        | 7. long Mande                    |
| 2. gaden       | 8. sios                          |
| 3. neks wik    | 9. long namba ten long neks mans |
| 4. kastom haos | 10. ofis blong bisop.            |
| 5. bus         | 11. neks tumora                  |
| 6. solwata     | 12. ples blong mi                |

Exercise 2: Double-Slot Substitution Drill

Tome hem i bin wokabaot long bus.

- |                        |                    |
|------------------------|--------------------|
| 1. tufala gele         | 9. Tomas an Jon    |
| 2. kaikaim bitinat     | 10. dadi blong Jo  |
| 3. trifala             | 11. wakem kanu     |
| 4. Pita                | 12. trifala man ia |
| 5. fising long solwata | 13. plandem kaikai |
| 6. olketa              | 14. plande boe     |
| 7. mifala              | 15. waef blong Jak |
| 8. katem heve nat      |                    |

Exercise 3: Single-Slot Substitution Drill

Robet hem i kasem hom las naet.

- |                               |                                   |
|-------------------------------|-----------------------------------|
| 1. long mone                  | 8. astade                         |
| 2. las astade                 | 9. long sapa                      |
| 3. long namba ten long<br>Mei | 10. long namba toti long<br>Julae |
| 4. long melewan de            | 11. long melewan naet             |
| 5. long aftanun               | 12. long Sarere                   |
| 6. long ivning                | 13. las Mande                     |
| 7. las wik                    | 14. long wik en                   |

## Tense and Time

Exercise 4: Multiple-Slot Substitution Drill

Baebae Jak hem i wakem haos neks wik.

- |                        |                                 |
|------------------------|---------------------------------|
| 1. las astade          | 8. las yia                      |
| 2. plandem taro        | 9. wakem kanu                   |
| 3. tumora              | 10. neks mans                   |
| 4. go fising long riva | 11. lusim Solompon              |
| 5. astade              | 12. las mans                    |
| 6. neks tumora         | 13. baem jonson                 |
| 7. kasem Honiara       | 14. long namba foa ng neks mans |

Exercise 5: Expansion Drill

Put the word in parentheses in the sentences. Use bae or bin.

EXAMPLE: Teacher: Jo hem i katem tri. (pause) tumora.  
Student: Tumora Jo baebae hem i katem tri.

1. Jo hem i katem tri. (tumora)
2. Wanfala man hem i sik. (astade)
3. Gele hem i kukim fis. (neks tumora)
4. Wifala go long skul. (neks Mande)
5. Olketa i go long hom. (last naet)
6. Fren blong Jon hem i dae. (long namba twenti long Januare)
7. Kaimanisi hem i marit. (neks Sande)
8. Dadi blong mi hem i plandem kakake. (las Sande)
9. Tufala ia i lukaotem kandora. (long Sarere)
10. Sista blong hem hem i baem kaliko. (neks mans)
11. Olo man ia i havem kabilato. (olowe long wik en)
12. Tisa blong mi hem i tok tumas. (las astade)

## Tense and Time

Exercise 6: Single-Slot Substitution Drill

Hanwas blong mi dae long siks klok.

1. hapas ten
2. tu klok stret
3. bihaen twel klok  
faev minit kasem eit klok
4. hapas siks klok
5. kolsap seven klok
6. ten minit lusim foa
7. twenti minit lusim tu klok

Exercise 7: Question/Answer Drill

1. Hao long nao bae yu stap long Solomon?
2. Yu bin stap long Honiara haomas wik?
3. Yu kam long Solomon las yia o nomoa?
4. Wataem nao bae yu go ~~baek~~ long kandere blong yu?
5. Hu nao bin tisim yu Pijin?
6. Bae yu lanem Pijin haomas wik?
7. Wanem nao yu duim long wik en?
8. Dadi an mami blong yu bin kasem Solomon bifo a o nomoa?
9. Bae yu save kam long ofis blong mi neks tumora?
10. Wanem nao yu duim las astade?
11. Wea nao bae yu go waka bihaen yu finis lanem Pijin?
12. Yu bin go long pablik ba yet o nomoa?

Exercise 8: Translation Drill

1. What did you do on Saturday?
2. Have you been in the Solomons before?
3. What will you do tomorrow?
4. Did you see the film last night?
5. Have you been to Gizo?
6. Where were you at lunch time?
7. Have you been to Niu Gini?
8. When are you finishing class today?
9. What are you having for supper?
10. Are you doing anything on the 24th of this month?



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### 7.5 Written Exercises

#### Exercise 1: Question/Answer Exercises

1. Long wataem nao bae hem i tekem go kago? (4 o'clock sharp)  
\_\_\_\_\_
2. Long wataem dei nao yufala lukim desfala mere long maket?  
(Wednesday)  
\_\_\_\_\_
3. Long wataem nao bae yu go long taon? (about 8 o'clock, I  
guess)  
\_\_\_\_\_
4. Long wat dei nao bae olketa kam? (the day after tomorrow) -  
\_\_\_\_\_
5. Long wat dei nao olketa i kam ap long Santa Krus? (the  
day before yesterday)  
\_\_\_\_\_
6. Haomas yia nao yu kasem?  
\_\_\_\_\_
7. Long wat mans nao yu kasem Solomon?  
\_\_\_\_\_
8. Long wat dei nao yu lusim hom blong yu?  
\_\_\_\_\_
9. Long wat yia nao bae yu lusim Solomon?  
\_\_\_\_\_
10. Long wataem nao bae yu go baek long haos blong yu tude?  
\_\_\_\_\_

## Tense and Time

Exercise 2: Translation Exercise

1. Bae man ia hem i baem olketa hanwas.  
\_\_\_\_\_
2. Anggol blong olketa trifala ia bae talem yu.  
\_\_\_\_\_
3. Desfala sote bae kostem hem haomas ia?  
\_\_\_\_\_
4. Pikinini blong desfala mere bae olketa i taed tumas.  
\_\_\_\_\_
5. Plande kokorako bae kaikaim raes blong yu.  
\_\_\_\_\_
6. Desfala trak moto blong hem i dae.  
\_\_\_\_\_
7. Yu bin stap long wea?  
\_\_\_\_\_
8. Wataem nao olketa i bin stori?  
\_\_\_\_\_
9. Mifala i bin walewale fising long abaot seven klok.  
\_\_\_\_\_
10. Dog ia hem i bin ranawe go insaed long bus.  
\_\_\_\_\_

SENTENCE TYPE FOUR:  
LOCATIONAL SENTENCES WITH STAP AND LONG

Lesson Eight

8.1 The Meanings of stap

Look at the following sentences:

- |  |  |
|--|--|
| 1 a. Destaem, nao mi stap long<br>Honiara Hotel. | 'I'm staying at the Honiara<br>Hotel.' |
| b. Santa Crus hem i stap<br>long Solomon.        | 'Santa Cruz is in the<br>Solomons.'    |
| c. Franses hem i stap long<br>Kirakira.          | 'Francis lives in Kirakira.'           |

Notice that the Pijin word stap can be translated into English as 'stay', 'be', or 'live', depending on the context:

NOTE: The English word 'stop' is never translated as stap in Pijin. Instead, dae or stopem is used:

- |                    |                      |
|--------------------|----------------------|
| a. Moto hem i dae. | 'The motor stopped.' |
| b. Ren hem i stop. | 'The rain stopped.'  |
| c. Mi stopem ka.   | 'I stopped the car.' |

Sentence Type Four:  
Locational Sentences with long

8.2 The Use of long

Notice the use of long in these sentences:

- |   |                                      |
|---|--------------------------------------|
| 2 a. Pasel hem i stap long tebol.         | 'The box is on the table.'           |
| b. Baero hem i stap long pasel.           | 'The pen is in the box.'             |
| c. Jon hem i stap long Pis<br>Kop ofis.   | 'John is at the Peace Corps Office.' |
| d. Haos blong hem stap<br>long Waet Riva. | 'His house is by the White River.'   |

Long is an all-purpose location preposition meaning 'in', 'at', 'on', or 'by'. It can also mean 'to', 'from', 'of', or 'about', depending on the context.

8.3 Positional Words

Compare the uses of long in the following sentences:

- |  |                              |
|--|------------------------------|
| 5 a. Baero i stap long antap long tebol. | } 'The pen is on the table.' |
| b. Baero i stap antap long tebol.        |                              |
| c. Baero i stap long antap tebol.        |                              |
| d. Baero i stap antap tebol.             |                              |
| e. Baero i stap long tebol.              |                              |

For the most part, all of the above sentences have the same meaning. (Sentence 5e has perhaps a wider meaning than the rest. It could mean, for example, that the pen is in the table, if the table has a drawer.) The word antap makes explicit the position of the pen in relation to the table. Notice that long can precede antap, it can follow antap or it can both precede and follow antap.

POSITIONAL						
SUBJECT	PM	VERB	<u>long</u>	WORD	<u>long</u>	NOUN
5. Baero	i	stap	(long)	antap	(long)	tebol

Other words like antap include insaed, aotsaed, kolsap, melewan, andanit, raetsaed, lefsaed, baeksaed, bihaen, fran, mamana, saed kam, saed go, and saed.

Sentence Type Four:  
Locational Sentences with long

8.4 Wea nao -- Asking About Location

Compare the questions below with the sentences in the previous sections:

- 3 a. Destaem yu stap long wea? 'Where are you staying now?'  
 b. Santa Krus i stap long wea? 'Where is Santa Cruz?'  
 4 a. Wea nao Jon (i stap)? 'Where's John?'  
 b. Wea nao haos blong hem (i stap)? 'Where's his house?'

Questions asking where something or someone is/stays/lives/ etc. can be asked by using wea in the regular sentence pattern, as in 3.

	SUBJECT	PM	VERB	PREPOSITION	LOCATION
3 a.	Yu	i	stap	long	wea?
b.	Santa Cruz	i	stap	long	wea?

An alternative way of asking the same thing is to put wea nao at the beginning of the sentence in place of the whole prepositional phrase, as in 4:

	QUESTION WORD	SUBJECT	PM	VERB
4 a.	Wea nao	Jon?	(i	stap?)
b.	Wea nao	haos blong hem?	(i	stap?)

Sentence Type Four:  
Locational Sentences with long

---

8.5 Oral Exercises

Exercise 1: Single-Slot Substitution Drill

Jon hem i stap long Kirakira.

- |                   |                       |
|-------------------|-----------------------|
| 1. Vonunu         | 8. Vura'              |
| 2. Auki           | 9. Kukum              |
| 3. haos blong hem | 10. skul              |
| 4. Bula           | 11. ples blong Robet  |
| 5. Waet Riva      | 12. Savo              |
| 6. Grasiōsa Be    | 13. Tikopia           |
| 7. hostel         | 14. haos blong olketa |

Exercise 2: Double-Slot Substitution Drill

Jon hem i stap long Kirakira.

- |                    |                              |
|--------------------|------------------------------|
| 1. Malaita         | 9. Namba Naen                |
| 2. Yumi            | 10. Dadi blong hem           |
| 3. Honiara         | 11. Saenanan                 |
| 4. Gizo            | 12. Waef blong wanfala dokta |
| 5. Yufala          | 13. Leba Laen                |
| 6. Kampas Ros Tu   | 14. Pawa skul                |
| 7. Makira          | 15. Kukum                    |
| 8. Wantok blong mi |                              |

Exercise 3: Question/Answer Drill

1. Yu stap long Honiara?
2. Fiji stap long Atlantik?
3. Honolulu stap long Merika?
4. Suva stap long Fiji?
5. Galakana stap long Niu Gini?
6. Nauru stap long Hawaii?
7. Honiara stap long Solomon?
8. Waikiki stap long Kalifonia?
9. Tahiti stap long Samoa?
10. Fujiyama stap long Japan?
11. London stap long Ingran?
12. Vela Levela stap long Solomon?
13. Paris stap long Ingran?
14. Auki stap long Malaita?
15. Makira stap long Westan Provins?

Sentence Type Four:  
Locational Sentences with long

---

Exercise 4: Question/Answer Drill

1. Sea hem i stap long melean long rum?
2. Buk hem i stap long antap long tebol?
3. Yufala stap long insaed long haos?
4. Sea i stap long bihaen long tebol?
5. Yu stap long kolsap long doa?
6. Leg blong yu stap long andanit long tebol?
7. Baero blong yu stap long insaed long pasel?
8. Tisa hem i stap long fran blong klas?
9. Pensil blong yu i stap long insaed long paos?
10. Buk blong yu i stap long insaed long kes?
11. But blong yu i stap long antap long sea?
12. Ki blong yu i stap andanit long buk?

Exercise 5: Question/Answer Drill

1. Niu Yok hem i stap long wea?
2. Sirinei hem i stap long wea?
3. Pis Kop ofis hem i stap long wea?
4. Vila hem i stap long wea?
5. Treding hem i stap long wea?
6. A.N.Z. Beng hem i stap long wea?
7. Kampas Ros Tu hem i stap long wea?
8. Suva hem i stap long wea?
9. Point Krus hem i stap long wea?
10. Le hem i stap long wea?

Exercise 6: Question/Answer Drill

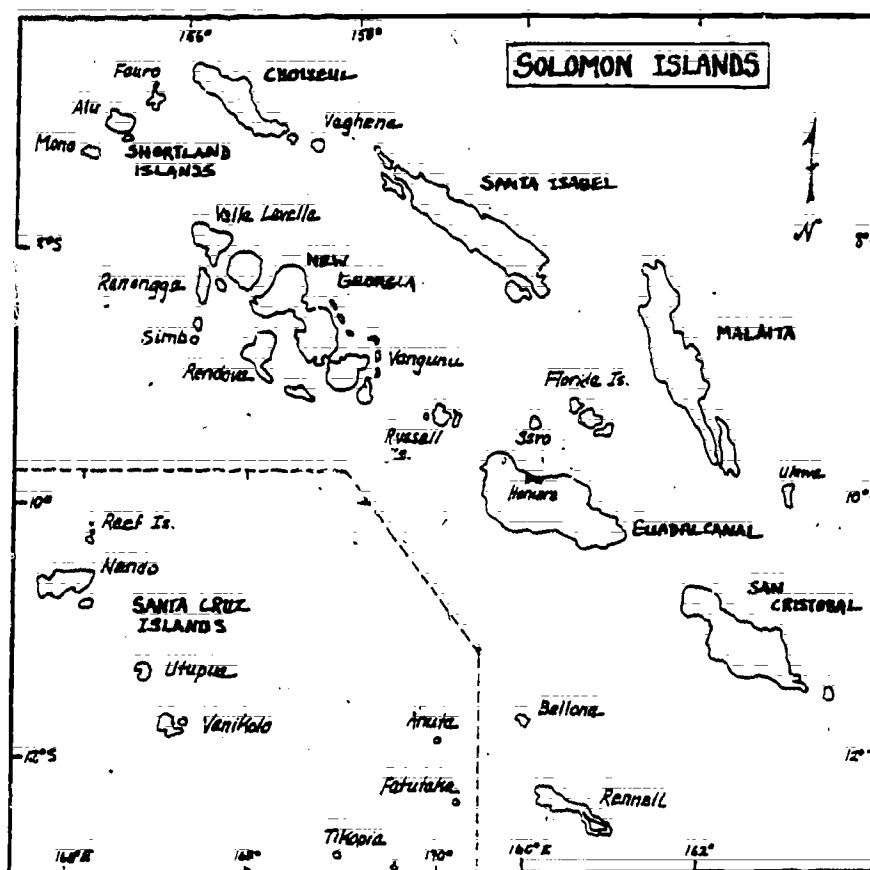
1. Yu stap long Vura o long Betikama?
2. Dadi blong yu stap long Merika?
3. Yu garem brata? Hem i stap long Merika o long narafala kandere?
4. Hanwas blong yu stap long han blong yu o long haos?
5. Yu stap long Solomon longtaem nao o nomoa?
6. Hem stap long Vura o long Betikama?
7. Sanglas blong hem i stap long haos o hem i wearem?
8. Paos blong yu stap long klasrum o long ofis blong Pis Kop?
9. Yu garem kom? Hem stap long poket blong yu o long haos?
10. Hem i garem basket? Hem i stap long hia?
11. Fren blong yu stap long Honiara o long Merika?
12. Yu garem buk? Hem stap long tebol o long paos?

Sentence Type Four:  
Locational Sentences with long

## Exercise 7:

Make a question using one of the words below and ask a fellow classmate or your teacher. Use the map to locate these places.

- |              |               |
|--------------|---------------|
| 1. Pawa Skul | 9. Auki       |
| 2. Gizo      | 10. Yandina   |
| 3. Buala     | 11. Munda     |
| 4. Tangarare | 12. Kirakira  |
| 5. Nendo     | 13. Gwaigeo   |
| 6. Vangunu   | 14. Sasamonga |
| 7. Tulagi    | 15. Noro      |
| 8. Kamaosi   |               |





Sentence Type Four:  
Locational Sentences with long8.6 Written ExercisesExercise 1:

Fill in the blank with the correct answer:

1. Auki i stap long \_\_\_\_\_.
2. Buala i stap long \_\_\_\_\_.
3. Gizo i stap long \_\_\_\_\_ Provins.
4. Rifaelan olketa i stap long \_\_\_\_\_ Provins.
5. Kirakira i stap long \_\_\_\_\_.
6. Hendason eapot hem i stap long \_\_\_\_\_.
7. Munda hem i stap long \_\_\_\_\_.
8. Grasiosa Be hem i stap long \_\_\_\_\_.
9. Pawa Skul hem i stap long \_\_\_\_\_.
10. King Joj VI Skul hem i stap long \_\_\_\_\_.
11. Vonunu Skul hem i stap long \_\_\_\_\_.
12. Taromara hem i stap long \_\_\_\_\_.
13. Ringi Kov hem i stap long \_\_\_\_\_.
14. Goldi Kolej i stap long \_\_\_\_\_ Prov.
15. Avu Avu hem i stap long \_\_\_\_\_.

Exercise 2:

Translate the following sentences into Pijin:

1. Moses and his brother stay in the Custom House.  
\_\_\_\_\_
2. Who stayed at your house last night?  
\_\_\_\_\_
3. We were not at the airport when the bomb exploded.  
\_\_\_\_\_
4. Were you at the hospital when the old man died? .  
\_\_\_\_\_

Sentence Type Four:  
Locational Sentences with long

- 
- 
5. I am happy to stay in the Solomons.
- 
- 
6. Joe has been living in his new house for almost a week now.
- 
- 
7. Those two boys lost their way in the jungle yesterday.
- 
- 
8. Sam stays at his father's shop.
- 
- 
9. Robert's canoe has been in the river for a long time now.
- 
- 
10. Our teacher has been away in the States for quite a long time now.
- 
- 
11. The stones are on the beach.
- 
- 
12. I want to go and live in Hawaii.
- 
- 
13. My friend wants to come and live in Honiara.
- 
- 
14. Do you want to live in a big house or a small one?
- 
- 
15. Harry's garden is on the hillside.
- 
-

# DIRECTIONAL VERBS KAM and GO

## Lesson Nine

### 9.1 Use of kam and go

Look at the use of the words kam and go in the following sentences.

- |                                 |                                |
|---------------------------------|--------------------------------|
| 1 a. Mifala stap kam long stoa. | 'We're coming from the store.' |
| Yu pulim kam bokis ia           | 'Pull those boxes over to me.' |
| long mi.                        |                                |
| c. Jon hem i tekem sea go       | 'John took the chair into his  |
| long ofis blong hem.            | office.'                       |
| d. Baebae tufala ia pusim       | 'These two people will push    |
| go tebol kolsap                 | the table up to the door.'     |
| long doa                        |                                |

There is a small class of verbs, including karem 'carry', tekem 'take', and the like, which are followed by kam or go to indicate movement toward or away from the speaker.

In sentences of this type, the directional words kam and go usually immediately follow the verb, as in 1a and 1b. If the sentence has an object, however, the directional kam/go can follow the object as in 1c, or it can occur both after the verb and after the object, as in 1d.

	DIREC-	DIREC-	GOAL/
VERB	TIONAL	OBJ.	TIONAL SOURCE

1 a.	Mifala i	stap	kam		long stoa.
b.	Yu	pulim	kam		long mi.
c.	Jon hem i	tekem		go	long ofis
					blong hem.
d.	Baebae tu-	pusim	go	go	kolsap
	fala ia i				long doa.

Directional Verbs kam and go

Some verbs which take directionals are:

bringim	ranawe	singaotem	raedem	raetem
tekem	wokabaot	rolem	ranem	pacolem
givim	putim	sendem	faloem	raosem
karem	pulim	troem	girapem	kikim
stap	pusim	singaot	giraotem	resis
lukluk	preseem	draevem	lidim	

NOTES: Bringim may be a recent innovation and is used most often with kam to mean the same as tekem kam. Occasionally you may hear children say bringim go.

Stap is only used with kam, meaning 'come from'; 'go to' is not \*stap go, which is never heard, but rather go long.

9.2 Stat Kam as a Time Marker

Compare use of kam in the following sentences with the directional verbs in 9.1.

- 2 a. Mi stap long Honiara  
stat kam tu wik nao.  
b. Jon save Pijin stat kam  
taem hem i pikinini.

'I have been in Honiara  
for two weeks.'  
'John has known Pijin since  
he was a child.'

Kam is also used with stat and a time phrase or clause to indicate a state or action which began at one point in time and is still in effect at another point in time. This type of construction often translates as the present perfect tense in English.



Directional Verbs kam and go

## 9.3 Oral Exercises

Exercise 1: Single-Slot Substitution DrillOlketa i troem kam long haos.

- |           |            |
|-----------|------------|
| 1. tekem  | 7. rolem   |
| 2. stap   | 8. lukluk  |
| 3. sendem | 9. pulim   |
| 4. karem  | 10. ranem  |
| 5. ranawe | 11. lidim  |
| 6. pusim  | 12. raedem |

Exercise 2: Multiple-Slot Substitution DrillMere hem i lukluk go long haos.

- |            |                    |
|------------|--------------------|
| 1. kam     | 10. ples blong hem |
| 2. bringim | 11. ranawe         |
| 3. stoa    | 12. Honiara        |
| 4. tekem   | 13. kam            |
| 5. go      | 14. wokabaot       |
| 6. ofis    | 15. karem          |
| 7. kam     | 16. go             |
| 8. lidim   | 17. bus            |
| 9. go      | 18. troem          |

Exercise 3: Integration Drill

Listen to the sentence your teacher reads to you. Then add the words he/she tells you to the sentence he/she has read.

EXAMPLE: Teacher: Jon hem i tekem kumara.  
(pause) Long hia.

Student: Jon hem i tekem kam kumara long hia.

- Jon hem i tekem kumara. (long hia)
- Susana hem i lukluk. (long fren blong hem)
- Olketa i ranawe. (long ples blong olketa)
- Patere hem i lidim olketa. (long sios)
- Pita hem i troem kokonat. (long mi)
- Tufala i rolem ston ia. (long riva)
- Sau hem i padolem kanu. (long vilij)
- Tua an Jo tufala i sendem pasel. (long Tangarare)
- Olketa polisman i giraotem man ia. (from ba)
- Ana hem i pusim sea. (kolsap long doa)
- Franses hem i draevem trak. (long haos blong mi)
- Jo hem i pulim kanu. (long sanbis)

Directional Verbs kam and goExercise 4: Action Chain

Listen to the sentence your teacher reads to you and do what the sentence says. Then tell your teacher what you have done.

EXAMPLE: Teacher: Yu putim buk go long tebol.  
(The student performs the action i.e., puts the book on the table.)

Teacher: Wanem nao yu duim

Student: Mi putim buk ia go long tebol.

1. Yu putim buk go long tebol.
2. Yu karem sea go kolsap long doa.
3. Yu bringim baero blong yu kam long mi.
4. Yu tekem fren blong yu go kolsap long windo.
5. Yu pusim sea go long melevan long rum.
6. Yu pulim paos blong fren blong yu go long yu.
7. Yu bringim buk blong yu kam long mi.
8. Yu wokabaot kam long hia.
9. Yu troem go pepa ia go long basket.
10. Yu karem pasel kam long mamana long run.
11. Yu lidim go frer blong yu long bihaen long sea.

Exercise 5: Question/Answer Exercise

1. Wanem nao yu bringim kam long Solomon?
2. Hu nao lidim yu go long pablik ba fastaem?
3. Taem yu visitim fren blong yu long bus, yu tekem go kaikai tu? Watkaen kaika? nao yu tekem?
4. Long wan mans haomas taem nao yu sendem go leta go long hom blong yu?
5. Yu save go long Tangarare? Hao nao yu save go?
6. Bifoã yu slip long naet, yu putim but blong yu go long wea?
7. Yu raedem wanem kam long Solomon?
8. Wanem hao yu wande tekem kam long Solomon bat yu no tekem?

Directional Verbs kam and go9.4 Written ExercisesExercise 1: Scrambled Sentences

1. long, go, singaotem, hasban, olo mere, blong hem.  
\_\_\_\_\_
2. boe ia, go, kikim, long, bol, andanit, long haos.  
\_\_\_\_\_
3. troem, yu, aotsaed, skin, long winco, blong banana, go.  
\_\_\_\_\_
4. tri ia, kolsap long riva, mifala, go, pulim.  
\_\_\_\_\_
5. long, go draevem, motoka, sanbis, dac  
\_\_\_\_\_
6. yu, haos, samfala kaikai, blong mi, bringim, kam, long.  
\_\_\_\_\_
7. sak, vili, long, go, blong olketa, olo man, trifala.  
\_\_\_\_\_
8. lidim, mere, pikinini, skul, blong hem, long taon, kam, long.  
\_\_\_\_\_
9. long, kanu, go, padolem, sanbis, tufala, long nara saed,  
yang boe, long aelan.  
\_\_\_\_\_
10. ofis, long. Jon ia, go resis.  
\_\_\_\_\_

Exercise 2: Translation Drill

1. Pull the canoe up onto the beach.  
\_\_\_\_\_
2. They took the net down to the sea.  
\_\_\_\_\_
3. Roll this stone into the river.  
\_\_\_\_\_
4. ~~Jo and Ana are~~ chasing the pigs out of the garden.  
\_\_\_\_\_
5. I brought them from town.  
\_\_\_\_\_
6. Mary will carry these baskets into the house.  
\_\_\_\_\_
7. The two of them are coming from the market.  
\_\_\_\_\_
8. Peter threw the ball at me.  
\_\_\_\_\_
9. They drove the truck to Vura.  
\_\_\_\_\_
10. Bring us some yams.  
\_\_\_\_\_
11. The two girls ran away to their village.  
\_\_\_\_\_
12. You and I will go for a walk in the bush.  
\_\_\_\_\_



## MODIFYING NOUNS

### Lesson Ten

#### 10.1 Numbers

##### 10.1.1 Cardinal Numbers

Read the following list of numbers:

1. wan	11. ileven	30. toti
2. tu	12. twel	40. foti
3. tri	13. totin	50. fifti
4. foa	14. fotin	60. siksti
5. faev	15. fiftin	70. seventi
6. siks	16. sikstin	80. eiti
7. seven	17. seventin	90. naenti
8. eit	18. eitn	100. handre(d)
9. naen	19. naentin	1000. taosen
10. ten	20. twenti	0. not, nating

The names of the cardinal numbers in Pijin are as those in English.

Now look at the following sentences:

- |  |   |
|--|---|
| 1 a. Mi garem tufala brata.                | 'I have two brothers.'                  |
| b. Trifala gele ia olketa i go long maket. | 'These three girls went to the market.' |
| c. Jon hem i dringim twenti bigfala bia.   | 'John drank 20 big beers.'              |

When talking about the quantity or number of objects, -fala is usually added to the numbers wan through ten. Numbers come before the nouns they modify.

## Modifying Nouns

10.1.2 Modifying Numbers

Now, compare the following three sentences:

- |   |   |
|---|---|
| 2 a. Mi lukim tenfala pofis long sanbis.            | 'I saw ten porpoises on the beach.'       |
| b. Mi lukim kolsap tenfala pofis nomoa long sanbis. | 'I saw almost 10 porpoises on the beach.' |
| c. Mi lukim tenfala pofis nomoa long sanbis.        | 'I saw only 10 porpoises on the beach.'   |
| d. Mi lukim samting olsem ten pofis long sanbis.    | 'I saw around 10 porpoises on the beach.' |

Kolsap is used to mean 'almost' and occurs before the number. Nomoa is used to mean 'only' and occurs after the number and the noun. Samting olsem is used to mean 'about' and occurs before the number.

MODIFIER	NUMBER	NOUN	MODIFIER
kolsap	tenfala	pofis	nomoa
samting olsem	tenfala	pofis	
	tenfala	pofis	

10.1.3 Ordinal Numbers

Read the following short paragraph:

- |   |                                       |
|---|---------------------------------------|
| 3 a. Mi garem tufala brata.                       | 'I have two brothers.'                |
| b. Wanfala hem i stap long Dadi an Mami blong mi. | One lives with my parents. The second |
| c. Mektu brata hem i stap seleva.                 | brother lives alone.'                 |

Notice the difference between tufala and mektu. Tufala is a cardinal number; that is, it tells how many. Mektu tells which one. This is often called an ordinal number and is translated to English as 'the second'.

The following is a list of ordinal numbers in Pijin.

namba wan	'first'
mektu	'second'
mektri	'third'
mekfoa	'fourth'
mekfaev	'fifth'
meksiks	'sixth'
etc.	etc.

#### 10.1.4 Questioning Quantities

Look at the use of haomas in the following examples.

- |                                  |                                     |
|----------------------------------|-------------------------------------|
| 4 a. Yu baem haomas raes?        | 'How much rice did you buy?'        |
| b. Haomas brata nao yu<br>garem? | 'How many brothers do you<br>have?' |

In Pijin, haomas is used for asking about quantities. It is used where both 'how much' and 'how many' would be used in English. Occasionally, however, you may hear some Pijin speakers using haomeni.

Haomas (or haomeni) occurs before the noun and the whole noun phrase (haomas + NOUN) can occur either in its regular declarative sentence position, as in 4a, or at the beginning of the sentence followed by nao, as in 4b.

## Modifying Nouns

## 10.2 Possession

## 10.2.1 Declarative Sentences

Now notice the position of blong in the sentences in 5 and 6.

- |    |                              |                             |
|----|------------------------------|-----------------------------|
| 5. | Sote ia hem i blong mi.      | 'This shirt is mine.'       |
| 6. | Sote blong mi stap long sea. | 'My shirt is on the table.' |

Sentences of the type in 5 were studied in Lesson 6. In sentence 6, possession is shown by using blong and the possessor immediately following the thing possessed.

POSSESSED NOUN	blong	POSSESSOR NOUN
sote	blong	mi

## 10.2.2 Asking About Possession

Sentences of the type in 7 were studied in Lesson 6. Compare that sentence with those in 8. Notice how they are similar.

- |      |                                      |                                |
|------|--------------------------------------|--------------------------------|
| 7.   | Sote ia hem i blong hu?              | 'Whose shirt is this?'         |
| 8 a. | Sote blong hu stap long sea?         | 'Whose shirt is on the chair?' |
| b.   | Jon hem i faenden sote blong hu?     | 'Whose shirt did John find?'   |
| c.   | Sote blong hu nao Jon hem i faendem? |                                |

When asking about ownership, blong hu is used following the thing possessed. This can either occur in its regular declarative sentence position, as in 8a and 8b, or the whole noun phrase (NOUN + blong hu) can be moved to the front of the sentence and followed by nao, as in 8c.

10.3 Qualities10.3.1 Position of Adjectives

Read the following sentence:

9. Mi kilim bigfala sak. 'I killed a big shark.'

In Pijin, adjectives usually come before the nouns they modify. In this position, they are usually followed by -fala.

10.3.2 Numbers and Adjectives

Now see how the sentences in 10 are different from the one in 9.

10 a. Mi kilim tufala bigfala sak. 'I killed two big  
b. Mi kilim tufala big sak. sharks.'

When both a number and an adjective modify a noun, the number comes first and the adjective usually comes between the number and the noun.

NUMBER	ADJECTIVE	NOUN
tufala	big(fala)	sak

NOTE: For an alternative construction, see the lesson on relative clauses.

If the number is followed by -fala, the adjective often will not be, as seen in 10b, in contrast with 10a.

## Modifying Nouns

10.3.3 Modifying Adjectives

There are many ways to modify or intensify adjectives which modify nouns. Some of the most common are shown in 11.

- 11 a. Mi kilim barava bigfala sak. 'I killed a very big shark.'  
 b. Mi kilim bigfala sak tru. 'I killed a really big shark.'  
 c. Mi kilim smolfala sak nomoa. 'I killed only a little shark.'

Nomoa 'only' and tru 'really' occur after the ADJECTIVE + NOUN construction; barava 'very' occurs before.

MODIFIER	ADJECTIVE	NOUN	MODIFIER
barava	bigfala bigfala smolfala	sak sak sak	tru nomoa

10.3.4 Asking About Qualities

When asking about qualities, watkaen is used. Notice the position of watkaen in the following sentences:

- 12 a. Watkaen sak nao yu kilim hem? } 'What kind of shark  
 b. Yu kilim watkaen sak nao? } did you kill?'

As with the other questions studied in this lesson, watkaen + NOUN can occur either at the beginning of the sentence or in the position where ADJECTIVE + NOUN would be found in a declarative sentence.



## Modifying Nouns

## 10.4 Oral Exercises

Exercise 1: Expansion Drill

Listen to the sentence your teacher reads. Then put the word your teacher tells you into the sentence you heard.

EXAMPLE:

Teacher: Robet hem i baem sote. (pause) tufala.

Student: Robet hem i baem tufala sote.

1. Robet hem i baem sote. (tufala)
2. Sote blong Jon i tufala. (tufala)
3. Olketa i kilim sak. (tufala)
4. Jak an Pita i wakem haos. (tufala)
5. Pikinini blong Rut sik. (fofala)
6. Long kwi blong Sau olketa i lus. (tufala)
7. Tome hem i fidim kokorako. (tenfala)
8. Piggig blong olketa i ranawe. (faefala)
9. Brata blong mi go skul long Tenaru. (trifala)
10. Mansia hem i raosem gele longwe. (tufala)
11. Susana an hasbar blong hem haerem kanu. (trifala)
12. Dadi blong Jo hem i wakem sea. (fofala)

Exercise 2: Expansion Drill

Add bigfala to the following sentences.

EXAMPLE: Teacher: Mi wakem gaden fo tambu blong mi.

Student: Mi wakem bigfala gaden fo tambu blong mi.

1. Mi wakem gaden fo tambu blong mi.
2. Olketa i kilim piggig long sikarap astade.
3. Tufala boe ia i faendem snek long bus.
4. Maekol hem i baem fis long maket.
5. Pita an brata blong hem i mekem kanu.
6. Haos blong olketa ia hem i boe las w.
7. Plande pipol olketa i lukluk long rove  
astade.
8. Mami blong Jim hem i garen boel long leg blong Jim.
9. Bulumakao ia olketa i baem finis ia.
10. Tomas hem i wande maritim mere hem i stap saleva ia.
11. Riva hem i stap kolsap long vilij blong olketa ia hem garem  
staka fis.
12. Hem i katem tri from haos blong hem.

## Modifying Nouns

Exercise 3: Integration Drill

Combine the two sentences your teacher tells you.

EXAMPLE: Teacher: Buk i stap long tebol.  
Buk hem i blong mi.

Student: Buk blong mi hem i stap long tebol.

1. Buk i stap long tebol. Buk hem i blong mi.
2. Oiketa bulumakao kaikai kumap long riva. Bulumakao i blong olo man ia.
3. Pikinini hem i sik. Pikinini ia blong Jo.
4. Mere hem i olo. Mere ia hem i waef blong Jon.
5. Kanu ia i save karem toti pipol. Kanu i blong mi.
6. Dadi blong Pita hem i fidim kokorako. Kokorako i blong Pita.
7. Susana i baem kabis. Kabis blong Kamisu.
8. Wanfala gele hem i kaikaim bitinat. Bitinat ia blong mami.  
Mami ia blong gele.
9. Mi waka evri dei long sip. Sip ia blong Korai Si.
10. Robet hem i lukaotem kokonot. Kokonot ia blong fam. Fam ia blong famili. Famili ia blong Robet.
11. Alfred hem i wearem long kwi. Long kwi ia blong dadi.  
Dadi ia blong Alfred.
12. Wanfala haos hem i bone. Haos ia blong Franses.

Exercise 4: Expansion Drill

Listen to the sentence your teacher reads for you. Then repeat the sentence, adding the word(s) your teacher tells you.

EXAMPLE: Teacher: Dadi blong mi kilim pigpig. (pause)  
Tufala.

Student: Dadi blong mi kilim tufala pigpig.

1. Dadi blong mi kilim pigpig. (tufala)
2. Kasper hem i stilim kokorako. (trifala olo)
3. Pita hem i lusim hanwas. (blong Jo)
4. Waef blong Tomas, kukim mamula. (fofala, big)
5. Mi garem haos. (bigfala)
6. Jak hem i kisim gele. (wanfala, yang)
7. Duku hem i wearem long kwi. (redfala, blong Pita)
8. Kaimanisi hem i haedem sote. (blong Sam)
9. Rut i garem basket. (smolfala, blong mi)
10. Dadi blong mi katem tri. (tufala, long)
11. Oiketa i wande baem sote. (gudfala)
12. Pikinini blong Mere hem i laekem kani. (bigfala, blong Sau)



Exercise 5: Transformation Drill

Change the following sentences into questions, replacing the underlined phrases with watkaen, haomas, or blong hu.

EXAMPLE: Teacher: Jo hem i garem redfala sote.  
Student: Watkaen sote nao Jo hem i garem?

1. Jo hem i garem redfala sote.
2. Pita hem i pikinini blong mi.
3. Tome kilim tenfala kokorako.
4. Mifala kaikaim fis blong Jak.
5. Tuki baem trifala pigpig.
6. Pikinini blong Jon hem i krae.
7. Timo faendem wanfala waet bad.
8. Bobi i kaikaim bigfala popo.
9. Olketa i lukaotem tufala dogi.
10. Sea blong dadi hem i lus.
11. Rebeka hem i foti yia nao.
12. Ros an Hare i garem fofala pikinini.

Exercise 6: Question/Answer Drill

1. Yu garem haomas brata?
2. Buk ia blong hu?
3. Watkaen haos nao yu garem?
4. Haomas pipol nao stap long villij blong yu, Jon?
5. Traik ia blong hu ia?
6. Watkaen sote nao yu baem?
7. Haomas seleni nao hanwas blong yu kostem?
8. Blong hu nao, desfala bed?
9. Watkaen kaikai yufala havem?
10. Haomas pikinini nao tufala i garem?
11. Gaden ia blong hu nao?
12. Watkaen singsing nao yu laekem?

## Modifying Nouns

## Written Exercises

## Exercise 1:

Complete the following sentences by inserting one of the words from the list: oketa, tufala, wanfala, trifala, bigfala, smol, blong mi, fo ala

- \_\_\_\_\_ Pita an Susana i jes marit nomoa.
2. Mi laekem tumas fo baem desfala \_\_\_\_\_ kanu ia  
baem hem i niu yet.
3. \_\_\_\_\_ evri pikinini mas go long skul bikos  
gavman nao talem olsem.
4. Jemis nao vakem \_\_\_\_\_ big haos hem i stap  
selewa long hil ia.
5. Pita, Jo-an Jak \_\_\_\_\_ i brata.
6. Evri man on mere hu \_\_\_\_\_ i no peim taks yet  
mas go long ofis tumora.
7. Haomas banana nao yu wande baem? Mi wande baem \_\_\_\_\_  
\_\_\_\_\_, wanfala fo mi, wanfala fo hasban blong mi an  
wanfala fo pikinini blong mi.
8. Sapos yu katem siks fingga blong yu, haomas nao bae i stap?  
\_\_\_\_\_
9. Dadi blong mi hem i kilim \_\_\_\_\_ sak an  
\_\_\_\_\_ mamula.
10. Mi no wande \_\_\_\_\_ pipol long villij  
blong mi salem land long enjwan.

## Modifying Nouns

Exercise 2:

1. Taem yu stap long Merika; yu stap long haos blong hu?

2. Destaem nao, yu stap long haos blong hu?

3. Watkaen kaliko nao yu wearem?

4. Haomas dei nao yu bin stap long Solomon?

5. Yu waka long ofis blong hu?

6. Haomas brata an sista nao yu garem?

7. Watkaen bia nao yu laek dringim?

8. Stat kam long Sarare kam kasem tude; haomas bia nao yu dringim?

9. Long wan dei haomas awa nao yu lanem Pijin?

10. Tude yu spendem haomas seleni nao fo kaikai?

# MORE VARIATIONS ON VERBS: ASPECTS

## Lesson Eleven

### 11.1 Completed Actions - finis

Compare the following sentences:

- |                                      |  |
|--------------------------------------|--|
| 1 a. Mifala i wakem kanu.            | 'We build/are building/<br>will build a canoe.'          |
| b. Olketa i busarem pigpig.          | 'They butchered/are butch-<br>ering/will butcher a pig.' |
| 2 a. Mifala i wakem kanu finis.      | 'We had/have/will have<br>built a canoe.'                |
| b. Olketa i busarem finis<br>pigpig. | 'They had/have/ will have<br>butchered a pig.'           |

You are already familiar with the sentences in 1. Remember that they are vague with respect to the time of action of the verb. The context will tell us whether the action took place in the past, is taking place now, or will take place in the future.

Now look at the sentences in 2. Both of them contain the word finis. This means that the action of the verb is completed before a specific point in time or another action. Out of context, we most likely assume that the point in time is now and hence give the sentence a past interpretation. However, sentences with finis needn't necessarily be interpreted that way, as the example below shows.

- |  |   |
|--|---|
| 3. Mifala wakem gaden ia<br>finis, bae mifala spel<br>lelebet. | 'When we're finished work-<br>ing in this garden, we<br>will take a little rest.' |
|--|---|

Finis can occur after the verb or the object or at the end of the sentence.

	SUBJECT	PM	VERB	OBJECT	LOCATIONAL PHRASE
2 a.	Mifala	i	wakem	kanu	long sanbi's.
	Olketa	i	buasarem	pigpig blong mi	

In the above diagram, finis can be inserted wherever there are double verticle lines.

## More Variations on Verbs: Aspects

Finis is often used to link two sentences, as in 4.

4. Astade, mifala go fising long sanbis. Finis, mifala tekem fis go long hom.

'Yesterday we went fishing at the beach. Then we took the fish home.'

The second sentence above can be thought of as a shortened form of:

Mifala go fising finis, mifala tekem fis go long hom.

When finis is used in this way, it comes at the beginning of the sentence.

### 11.2 Continuous Actions - gohed fo

Look at how gohed fo is used in the following sentences:

- 5 a. Mere ia hem i widim gaden. 'That woman weeded/is weeding/will be weeding the garden.'  
 b. Kupe hem i wakem haos. 'Kupe built/is building/will build the house.'
- 6 a. Mere ia hem i gohed fo widim gaden. 'That woman is/was/will be weeding the garden.'  
 b. Kupe hem i gohed fo wakem haos. 'Kupe is/was/will be building the house.'

The use of gohed fo (or gogohed fo) in the sentences in 6 indicates that the action still is, was, or will be continuing at a specific point in time. Gohed fo usually occurs before the verb.

	SUBJECT	PM	CONTINUING MARKER	VERB	OBJECT
6 a.	Mere ia	i	gohed fo	widim	gaden.
b.	Kupe	i	gohed fo	wakem	haos.

## More Variations on Verbs: Aspects

11.3 Repeated Actions - moa/agen

Read the sentences in 7.

- 7 a. Robet hem i wasem kaliko  
blong hem moa nao. 'Robert washed his clothes  
again.'
- b. Sau hem i widim moa gaden  
blong hem. 'Sau weeded her garden  
again.'
- c. Alfred hem i wakem haos  
agen nao. 'Alfred built his house  
again.'
- d. Tufala i baem agen bia  
long stoa ia. 'They bought beer at the  
store again.'

Moa and agen are used to indicate repeated actions. They may occur either after the verb, as in 7b. and 7d., or after the whole verb phrase, as in 7a. and 7c.

	TOPIC	SUB- JECT	PM	VEEB	REPEAT MARKER	OBJECT	REPEAT MARKER
7 a.	Robet	hem	i	wasem		kaliko blong hem	moa.
b.	Sau	hem	i	widim	moa	gaden blong hem.	
c.	Alfred	hem	i	wakem		haos	agen.
d.	Tufala		i	baem	agen	bia long stoa ia.	

11.4 Beginning Actions - stat fo

Now look at the following sentences:

- 8 a. Hem i stat fo bitim  
dram nao. 'He started to beat the  
drum.'
- b. Olo man ia stat fo go  
fising long mone. 'The old man started  
fishing in the morning.'

Stat fo denotes an action which is beginning at a specified point in time. It is placed before the verb.

	SUBJECT	PM	BEGINNING MARKER	VERB
8 a.	Hem	i	stat fo	bitim dram nao.
b.	Olo man ia	i	stat fo	go fising long mone.

## More Variations on Verbs: Aspects

11.5 Recurring/Intensified Actions

Compare the verbs in the sentences in 9 with those in 10.

9a. Dog ia hem i krae olowe  
long melewan naet.

'The dog cried all night  
long.'

b. Pikinini hem i ran olowe  
insaed long haos.

'The child always runs  
around inside the house.'

10a. Dog ia hem i kakrae olowe  
long melewan naet.

'The dog cried and cried  
all night long.'

b. Pikinini hem i ranran olowe  
insaed long haos.

'The child always runs and  
runs around inside the  
house.'

In 10, the verb or the first sounds of the verb are repeated. This indicates that the action is continuous or that it occurs over and over again. It can also indicate intensification or emphasis, as in sentence 11.

11. Jcn hem i lalaekem Susan.

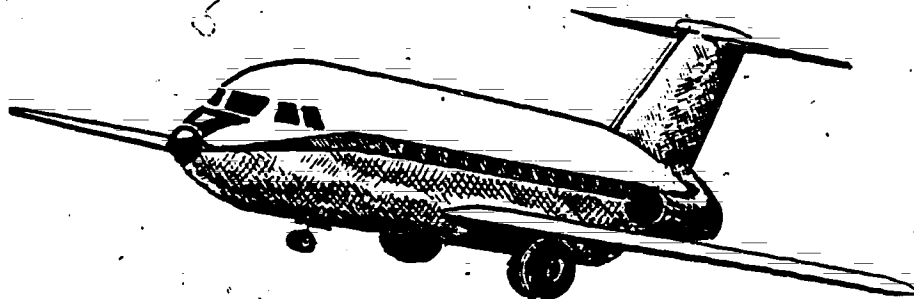
'John likes Susan very  
much.'

Some examples of these verbs are:

lulukim  
fafaloem  
babaem  
kaklaem

babaetem  
heherem  
raranem  
lalaekem

riridim  
pipikim  
kikikim  
fafaendem



## More Variations on Verbs: Aspects

11:6 Oral ExercisesExercise 1: Single-Slot Substitution DrillHem i gohed fo kaikai nao.

- |                      |                         |
|----------------------|-------------------------|
| 1. waka              | 7. digim dren           |
| 2. katem tri         | 8. baem bia             |
| 3. singsing          | 9. wakem kanu           |
| 4. busarem bulumakao | 10. korongisim kokorako |
| 5. klaem ap kokonat  | 11. kaikaim bitinat     |
| 6. lukaotem fis      | 12. boelem wata         |

Exercise 2: Single-Slot Substitution DrillHem i stat fo kaikai nao.

- |                |                                    |
|----------------|------------------------------------|
| 1. tisim Pijin | 7. klinim titi blong hem           |
| 2. ridim buk   | 8. sugarem ti blong dadi blong hem |
| 3. lanem Pijin | 9. tanem wil                       |
| 4. slip        | 10. pulim kanu weitim-puli         |
| 5. kukim kabis | 11. wek ap                         |
| 6. wearem sulu | 12. plandem staka yam              |

Exercise 3: Single-Slot Substitution DrillSau hem i kaikai finis nao.

- |                       |                     |
|-----------------------|---------------------|
| 1. marit              | 7. haerem motoka    |
| 2. wakem haos         | 8. hangem kaliko    |
| 3. plandem olketa yam | 9. baem hanwas      |
| 4. kilim pigpig       | 10. wearem kabilato |
| 5. salem kavara       | 11. bitim dram      |
| 6. dringim kokonat    | 12. bonem gaden     |



## More Variations on Verbs: Aspects

11.6 Exercise 4: Single-Slot Substitution DrillPita hem i kaikai moa nao.

- |                   |                             |
|-------------------|-----------------------------|
| 1. openem dōa     | 7. wipim pikinini blong hem |
| 2. widim gaden    | 8. marit                    |
| 3. waka long ofis | 9. tisa                     |
| 4. ringim belo    | 10. lanem Pijin             |
| 5. slip baek      | 11. lusim seleni long bia   |
| 6. go fising      | 12. misinare                |

Exercise 5: Multiple-Slot Substitution DrillJo pe hem i gohed fo raetem leta nao.

- |               |                        |
|---------------|------------------------|
| 1. wakem haos | 7. lukaotem fis        |
| 2. stat fo    | 8. gohed fo            |
| 3. olketa     | 9. tufala ia           |
| 4. moa        | 10. stat fo            |
| 5. Jo an waef | 11. korongisim kandora |
| 6. finis      | 12. moa                |

Exercise 6: Question/Answer DrillAnswer the following questions with yes and a sentence.

EXAMPLE: Teacher: Brata blong Jon hem i gohed fo wakem supsup nao?

Student: Yes, hem i gohed fo wakem supsup nao.

- Waswe, dadi blong Susana hem i gohed fo wakem kanu nao?
- Tufala ia i stat fo pikim flaoa nao o nomoa?
- Olketa ia i no kaikai finis yet ia?
- Waswe, waef blong hu waka long ofis moa nao?
- Mere ia hem i gohed fo lanem Pijin nao?
- Hasban blong yu, hem i no stat fo baem sospan yet ia?
- Yu raetem leta go long dadi an mami blong yu finis nao o nomoa?
- Hem i fidim pikinini blong hem moa nao?
- Tufala boe ia i gohed fo klaem ap kokonat nao?
- Pita an Jo, tufala i no stat fo korongisim kokorako yet ia?
- Sista blong yu hem i marit finis nao o nomoa?
- Sau hem i garam pikinini moa nao o nomoa?

## More Variations on Verbs: Aspects

Exercise 7: Question/Answer Drill

Answer the following questions truthfully:

1. Yu laek fo toktok moa bihaen tisa hem i tok finis?
2. Yu gohed fo ridim baebol evri dei?
3. Wataem nao bae yu kaikai finis long ivning tude?
4. Bae yu kam skul moa long tumora?
5. Waswe, bae yu gohed fo stap long Honiara haomas wik?
6. Bihaen yu lusim skul long kandere blong yu watkaen waka nao yu stat fo duim fastaem?
7. Yu lukim sak finis o nomoa yet?
8. Long neks tumora bae yu kam skul moa?
9. Yu kasem maket finis nao o nomoa yet?
10. Sapos yu mitim tisa blong yu long rod, yu save gohed fo toktok weitim hem long Pijin nao o nomoa yet?

Exercise 8: Question/Answer Drill

Answer truthfully:

1. Waswe, yu gohed fo lanem Pijin yet?
2. Wataem nao yu stat fo lanem Pijin?
3. Yu kasem Malaita finis nao o nomoa yet?
4. Bae yu go baek moa long kandere blong yu, bihaen yu waka finis long Solomon?
5. Taem yu stat fo kam long Solomon, wea nao yu stap?
6. Haomas yia nao bae yu gohed fo waka long Solomon?
7. Wanem nao bae yu duim moa, taem yu lusim Solomon Aelan?
8. Bihaen yu kaikai finis long melewan dei tumora, wanem moa bae yu duim?
9. Yu tingting bae yu save kam baek moa long Solomon bihaen faev o ten yia taem?
10. Long mone, wataem nao yu stat fo lusim kam haos blong yu?
11. Yu gohed fo raetem leta go long dadi an man blong yu long Merika o nomoa?
12. Bihaen yu lanem Pijin finis neks tumora, wanem moa bae yu duim?

## More Variations on Verbs: Aspects

11.7 Written ExercisesExercise 1: Translation

Use gohed fo, stat fo, finis, or moa.

1. They are working in the garden.  
\_\_\_\_\_
2. Ruth has just taken up Pijin.  
\_\_\_\_\_
3. Joe and Peter have had their dinner.  
\_\_\_\_\_
4. When are you going to start work again?  
\_\_\_\_\_
5. She is singing in Pijin now.  
\_\_\_\_\_
6. Robert began teaching Pijin this morning.  
\_\_\_\_\_
7. The dog stopped barking.  
\_\_\_\_\_
8. The old man is married again.  
\_\_\_\_\_
9. The children are still playing in the river.  
\_\_\_\_\_
10. Those women have begun cooking.  
\_\_\_\_\_
11. Those girls have finished baking the pork.  
\_\_\_\_\_
12. The old man has begun reading the book again.  
\_\_\_\_\_

## More Variations on Verbs: Aspects

Exercise 2: Scrambled Sentences

Re-arrange the following to make grammatical and sensible sentences.

1. brata, waka, mi, blong, gohed fo, hem, nao, i.  
\_\_\_\_\_
2. blong, Jo, mami, hem, stat fo, kukim, nao, i, kaikai.  
\_\_\_\_\_
3. finis, korongisim, olketa, nao, bulumakao, i.  
\_\_\_\_\_
4. ia, olo, marit, man, moa, nao, i hem.  
\_\_\_\_\_
5. solwata, nao, ia, lukaotem, mere, i gohed fo, long, sela.  
\_\_\_\_\_
6. lusim, nao, hem, mi, blong, long, stat fo, fren, kam, hom, i.  
\_\_\_\_\_
7. waef, finis, nao, Tome, pikinini, hem, wasem, blong, i.  
\_\_\_\_\_
8. kaliko, wande, moa, man, baem, ia, i, hem, nao.  
\_\_\_\_\_
9. gohed fo, olketa, ia, kokonat, nao, krasem, pipol.  
\_\_\_\_\_
10. finis, mifala, Pijin, long, inans, lanem, i, neks.  
\_\_\_\_\_

## MORE PARTICIPANT ROLES

### Lesson Twelve

#### 12.1 People as Goals - long

Study the following sentences.

- |   |  |
|---|--|
| <p>1 a. Jon tekem sea go long ofis.</p> <p>b. Yu putim boks go long tebol.</p>            | <p>'Jon took the chair to his office.'</p> <p>'Put the box on the table.'</p>    |
| <p>2.a. Mi givim samfala fis go long Jon.</p> <p>b. Olketa i sendem leta long gavman.</p> | <p>'I gave some fish to John.'</p> <p>'They sent letters to the government.'</p> |

The sentences in 1 were studied in Lesson Nine. Ofis and tebol were identified there as goals. In the sentences in 2, Jon and gavman can be thought of as goals as well. To express the idea that someone is giving (sending, transferring, etc.) something to someone (indirect object), long + NOUN is used. This long + NOUN usually occurs after the object.

	SUBJECT	PM	VERB	OBJECT	GOAL MARKER	INDIRECT OBJECT
2 a.	Mi		givim	samfala fis	long	Jon
b.	Olketa	i	sendem	leta	long	gavman.

In sentences of this type, long may be omitted and the indirect object may be moved to the position immediately following the verb.

	SUBJECT	VERB	INDIRECT OBJECT	OBJECT
3.	Mi	givim	Jon	samfala fis.

## More Participant Roles

12.2 Doing Things for People - fo

Notice the use of fo in these sentences:

- 4 a. Olketa i wakem gaden fo mifala. 'They worked in the garden for us.'  
 b. Yu singsing fo pikinini ia. 'Sing for the children.'

Fo is used to indicate that an action is being performed for the benefit of someone (benefactor). This fo + NOUN phrase usually follows the verb phrase.

	SUBJECT PM	VERB PHRASE	BENEFIT MARKER	BENEFACTOR
4 a.	Olketa	wakem gaden	fo	mifala.
b.	Yu	singsing	fo	pikinini ia.

12.3 Doing Things with People - weitim

- 5a. Olketa i wakem gaden fo mifala. 'They worked in the garden for us.'  
 b. Olketa i wakem gaden weitim mifala. 'They worked in the garden with us.'

Weitim + NOUN is used to express the concept of performing an action with someone (concomitant). It usually occurs after the object or the verb.

	SUBJECT PM	VERB	OBJECT	CONCOMITANT MARKER	NOUN
5 b.	Olketa	i	wakem	gaden	weitim mifala.
6.	Jon	i	makaraon	weitim	mi.

# 12.4 Doing Things with Tools - long/weitim

Now look at the following two sentences and their glosses.

- 7 a. Hem i kilim sak long pia. 'He killed the shark with a spear.'  
 b. Joe hem i digim bigfala hol weitim stik. 'John dug a big hole with a stick.'

To express the idea of doing something with the use of a tool or instrument, either weitim or long + NOUN (instrument) may be used. There is no difference in the meanings of the two. The position of these weitim/long phrases is the same as that described in 12.2.

# 12.5 Asking About These Roles

Questions asking about these roles are of three common patterns. The entire phrase (fo/long/weitim + hu/wanem) can occur at the beginning of the sentence, followed by nao, as in 8.

	FO/ LONG/ WEITIM	HU/ WANEM	NAO	SUBJECT	PM	VERB	OBJECT
8 a.	Long	hu	nao	olketa	i	sendem	leta?
b.	Fo	hu	nao	olketa	i	wakem	gaden?
c.	Weitim	hu	nao	olketa	i	wakem	gaden?
d.	Long/ Weitim	wanem	nao	hem	i	killim	sak?

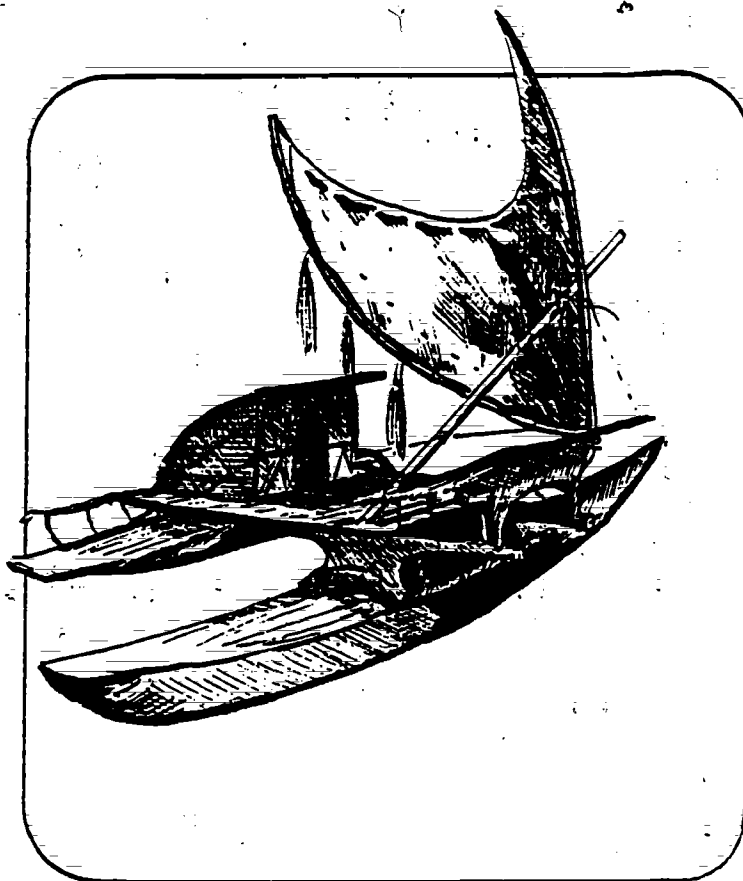
Alternately, fo/long/weitim + hu/wanem can occur in the same position that their declarative sentence counterparts occur in, as described above and in 9.

	SUBJECT	PM	VERB	OBJECT	FO/LONG WEITIM	HU/ WANEM
9 a.	Olketa	i	sendem	leta	long	hu?
b.	Olketa	i	wakem	gaden	fo	hu?
c.	Olketa	i	wakem	gaden	weitim	hu?
d.	Hem	i	killim	sak	long/ weitim	wanem?

## More Participant Roles

Finally, the question word can come at the beginning of the sentence, with the prepositional phrase fo/weitim/long + PRONOUN in the regular declarative sentence position, as in 10:

	QUESTION WORD	SUB- JECT	PM	VERB	OB- JECT	FO/ WEITIM/ LONG	NOUN
10 a.	Hu nao	olketa	i	sendem	leta	long	hem?
b.	Hu nao	olketa	i	wakem	gaden	fo	hem?
c.	Hu nao	olketa	i	wakem	gaden	weitim	hem?
d.	Wanem nao	hem	i	killin	sak	weitim/ long	hem?





## 12.6 Oral Exercises

Exercise 1: Double-Slot Substitution DrillPita i givim buk go long Jon.

- |                 |                 |
|-----------------|-----------------|
| 1. givim seleni | 7. ovarem stori |
| 2. Susana       | 8. gele ia      |
| 3. tekem kaikai | 9. laea         |
| 4. olketa       | 10. oloman ia   |
| 5. talem nius   | 11. sing aot    |
| 6. hem          | 12. tufala      |

Exercise 2: Double-Slot Substitution DrillTomi i wakem haos ia fo wantok blong hem.

- |                      |                        |
|----------------------|------------------------|
| 1. mekem supsup      | 9. plandem yam an taro |
| 2. waef              | 10. karem heve nat     |
| 3. baem fis          | 11. tambu              |
| 4. korongisim pigpig | 12. fidim kokorako     |
| 5. olketa fren       | 13. haerem trake       |
| 6. klaem ap kokonat  | 14. hipim ap faewud    |
| 7. lukaotem kabis    | 15. kamban             |
| 8. dadi              |                        |

Exercise 3: Double-Slot Substitution DrillMi waka long gaden weitim fren blong mi.

- |                          |                          |
|--------------------------|--------------------------|
| 1. Jo an Sam             | 7. toktok                |
| 2. dadi blong mi         | 8. tisa ia               |
| 3. klinim haos           | 9. sif blong Makaruka    |
| 4. stap long riva        | 10. kaikai               |
| 5. olketa                | 11. tufala patere ia     |
| 6. Jon an waef blong hem | 12. bigman blong kaonsel |

## More Participant Roles

Exercise 4: Integration Drill

Put the following short sentences together to make long sentences.  
Use weitim or long.

EXAMPLE: Teacher: Astade Tuki hem i go fising.  
Hem i yusim bambu.  
Student: Astade Tuki hem i go fising weitim bambu.

1. Astade Tuki hem i go fising. Hem i yusim bambu.
2. Pita hem i waka. Hem i yusim naef.
3. Tufala ia i katem tri. Tufala i yusim aks.
4. Olketa i digim dren. Olketa i yusim sped.
5. Dadi blong mi i plandem taro. Hem i yusim long stik.
6. Mere ia hem i karem pikinini. Hem i yusim kaliko.
7. Olo man ia i kilim pigpig. Hem i yusim spia.
8. Krangge man ia i openem doa. Hem i yusim waea.
9. Jak i kasojem kokorako. Hem i yusim baeg.
10. Fren blong hem i sutim dogi. Hem i yusim ston.
11. Sam i krasem kokonat. Hem i yusim saukae/taukae.

Exercise 5: Transformation Drill

Change the following sentences into questions, using long hu, fo hu, weitim hu, long wanem or weitim wanem.

EXAMPLE: Teacher: Mi klaem ap kokonat weitim string.  
Student: Mi klaem ap kokonat weitim wanem?

1. Rut hem i ridim buk fo pikinini blong hem.
2. Boe ia i givim kaikai go long mami blong hem.
3. Mi waka long ofis weitim tufala araikwao.
4. Olo man ia i plandem yam weitim stik.
5. Jo hem i wakem haos fo dadi blong hem.
6. Patere ia tekem go krangge man ia long sif.
7. Pita i stap long vilij weitim tambu blong hem.
8. Olketa i bras long gaden weitim naef.
9. Fren blong mi hem i givim seleni fo wantok blong mi.
10. Jon hem i ovarem stori go long trifala kanaka ia.
11. Olketa wakaman i katem heve nat long aks an naef.
12. Tufala mere ia i korongisim bulumakao fo mifala.

Exercise 6: Question Word Analysis

Make questions from the following sentences, using the words given: hu nao, long wea, weitim hu, blong hu.

EXAMPLE: Teacher: Jon waka long gaden weitim fren blong hem.  
 Student: Hu nao waka long gaden?  
 Long wea nao Jon an fren blong hem i waka?  
 Jon waka long gaden weitim hu?  
 Fren blong hu nao, Jon waka weitim hem?

1. Susana hem i waka long hospitel weitim tufala dokta.

Hu nao .....  
 Long wea .....  
 Weitim hu .....

2. Sikua hem i lukaotem kabis weitim mami blong hem kolsap long riva.

Hu nao .....  
 Blong hu .....  
 Long wea .....  
 Weitim hu .....

3. Patere ia hem i kaikai kam long haos blong sif finis nao.

Long wea .....  
 Hu nao .....  
 Blong hu .....

4. Dadi blong Rut hem i baem fis weitim oloman hem stap long sanbis ia.

Blong hu .....  
 Hu nao .....  
 Long wea .....  
 Weitim hu .....

## More Participant Roles

5. Robet an brata blong hem, tufala i go klaem ap bitahat long sikarap.

Hu nao .....  
Blong hu .....  
Long wea .....  
Weitim .....  
Hu nao .....

6. Ariki hem i bin kam long taon weitim wantok blong hem.

Long wea .....  
Weitim hu .....  
Hu. nao .....

7. Tufala pikinini blong Jak i go fising long solwata weitim Kupe.

Weitim hu .....  
Blong hu .....  
Long wea .....  
Hu nao .....

8. Sista blong Josep hem, jes marit nomoa weitim wanfala dokta long sios.

Blong hu .....  
Weitim hu .....  
Long wea .....

9. Lamia baebae hem i go lotu long sios weitim waef an pikinini blong hem.

Hu nao .....  
Long wea .....  
Blong .....  
Weitim hu .....

10. Bos blong Wale hem go baek long Merika nao weitim famili blong hem.

Long wea .....  
Weitim hu .....  
Blong hu .....  
Hu nao .....

12.7 Written ExercisesExercise 1:

Fill in the blanks with the correct word or phrase. (go long, fo, long, or weitim)

1. Kupe hem i givim seleni \_\_\_\_\_ brata blong hem.
2. Olketa stik ia, Pita hem i katem \_\_\_\_\_ naef ia.
3. Waef blong Jo hem i kukim supsup \_\_\_\_\_ wanfala bigman long gavman.
4. Tufala boe ia i waka long haos \_\_\_\_\_ daei blong tufala.
5. Pikinini ia hem i troem futbol \_\_\_\_\_ nara pikinini.
6. Sau hem i korongisim kandora an kabis \_\_\_\_\_ olketa brata blong hem.
7. Trifala wakaman blong mi i kaikaim supsup \_\_\_\_\_ sel kokonat.
8. Wanfala mere nomoa hem i waka long ofis \_\_\_\_\_ olketa plande man ia.
9. Robet hem i baem staka rasin an sendem go hom \_\_\_\_\_ olketa famili blong hem.
10. Hu nao yu kam \_\_\_\_\_ long mone?
11. Wanem nao olketa i digim dren \_\_\_\_\_ hem?
12. Yu mekem desfala handol aks \_\_\_\_\_ hu ia?

## More Participant Roles

Exercise 2: Translation from English to Pijin

1. The woman gave the book to her child.  
\_\_\_\_\_
2. Ruth bought a pair of long trousers for her husband.  
\_\_\_\_\_
3. Yesterday Billy went fishing with his brothers.  
\_\_\_\_\_
4. Those workmen cut the grass with bush knives.  
\_\_\_\_\_
5. Sam kicked the ball to one of his teammates.  
\_\_\_\_\_
6. Mother made this shirt for my friend.  
\_\_\_\_\_
7. Who came home with you the day before yesterday?  
\_\_\_\_\_
8. My father husked the coconuts with a stick.  
\_\_\_\_\_
9. Who did you give the money to?  
\_\_\_\_\_
10. Dorothy goes to school with her sister every day.  
\_\_\_\_\_
11. For whom are you making this food?  
\_\_\_\_\_
12. Tom cut the coconut tree with an axe.  
\_\_\_\_\_

# EXPRESSING REASON AND EFFECT

## Lesson Thirteen

### 13.1 Fo 'in order to'

Notice the position of fo in the following sentences.

- |  |  |
|--|--|
| 1 a. Robet i go long taon fo<br>baem kaliko.   | 'Robert went to town<br>to buy clothes.'   |
| b. Tufala i katem lif fo<br>korongisim kaikai. | 'They cut the leaves<br>to bake the food.' |

In these sentences, fo is used to express the purpose or the reason for the action in the main sentence. In this sense it is equivalent to English "to". It usually occurs after the main sentence and immediately before a verb.

	MAIN SENTENCE	<u>fo</u>	VERB
1 a.	Robet hem i go long taon	fo	baem
b.	Tufala i katem lif long bus	fo	korongisim
			kaliko. kaikai.

### 13.2 Bikos 'because'

Compare these sentences to their English glosses:

- |  |  |
|--|--|
| 2 a. Sau hem i stap long hia bikos<br>hem i tekem pikinini kam<br>long hospitel. | 'Sau is here because<br>she brought her child<br>to the hospital.' |
| b. Mi tuwet nao bikos mi<br>swim kam long riva.                                  | 'I'm wet because I<br>waded across the<br>river.'                  |

In Pijin, bikos is used in very much the same way as 'because' in English, that is to introduce a clause explaining the purpose or reason behind the main action of the sentence. It always immediately precedes the cause clause.

	MAIN CLAUSE	<u>bikos</u>	CAUSE CLAUSE
2 b.	Mi tuwet nao	bikos	mi swim kam long riva.

## Expressing Reason and Effect

13.3 Dastawe 'therefore/so'

- 3 a. Sau hem i tekem pikinini  
kam long Namba Naen,  
dastawe hem i stap long hia. 'Sau brought her child to  
the hospital, and so  
she is staying here.'
- b. Mi go mitim wantok blong mi,  
dastawe mi tulet. 'I met my wantok so  
I'm late.'

In the sentences in 2 above, the cause clause follows bikos. In the sentences in 3, the effect clause follows dastawe.

	MAIN CLAUSE	<u>dastawe</u>	EFFECT CLAUSE
3 b.	Mi go mitim wantok blong mi,	dastawe	mi tulet.

13.4 Asking the Purpose or Reason

Notice the form and position of the question words in the following sentences:

- 4 a. Waswe yu wokabaot go long taon?  
b. Yu wokabaot go long taon waswe?  
c. Fo wanem nao yu wokabaot go long taon?  
d. Yu wokabaot go long taon fo wanem?
- 'Why did you walk to town?'

There are several ways to ask 'why' in Pijin. You may use either waswe or fo wanem. These question words may occur either at the beginning or the end of the sentence.





## Expressing Reason and Effect

## 13.5 Oral Exercises

Exercise 1: Double-Slot Substitution Drill

Mi go long maket fo baem fis.

- |             |                |
|-------------|----------------|
| 1. taro     | 7. busari      |
| 2. stoa     | 8. bulumakao   |
| 3. bitinat  | 9. pigpig      |
| 4. Honiara  | 10. basa       |
| 5. sote     | 11. olo kaliko |
| 6. kokorako | 12. kaikai     |

Exercise 2: Double-Slot Substitution Drill

Mi go long maket bikos mi wande baem fis.

- |             |               |
|-------------|---------------|
| 1. kumara   | 7. bia        |
| 2. stoa     | 8. hotel      |
| 3. manggo   | 9. waen       |
| 4. taon     | 10. nius pepa |
| 5. long kwi | 11. kaikai    |
| 6. bred     | 12. boten     |

Exercise 3: Transformation Drill

Change the following sentences to questions using waswe.

EXAMPLE: Teacher: Ariki hem i go long maket.  
Student: Waswe Ariki hem i go long maket?

- Hem i katem olketa kokonat tri ia.
- Jo hem i plei weitim dogi olowe.
- Tufala boe ia i kam hom kwiktaem tumas.
- Man ia hem i wipim pikinini blong hem.
- Desfala liu ia hem i go long taon.
- Fren blong yu hem i tuwet.
- Waef blong Maek hem i stap long ofis.
- Pita hem i lusim ki blong hem olowe nomoa.
- Pikinini ia hem i no save wasem kaliko blong hem seleva.
- Mere ia hem i sing aot olowe nomoa.
- Dadi blong Jon hem i no save baem kaliko fo waef blong hem.
- Jak hem i no save tingting hevi long dadi an mami blong hem.

## Expressing Reason and Effect

Exercise 4: Transformation Drill

Move the question word to the end of the sentence.

EXAMPLE: Teacher: Fo wanem nao yu go long maket?  
Student: Yu go long maket fo wanem?

1. Fo wanem nao waef blong yu lusim kam haos?
2. Fo wanem nao brata blong hem i katem tri ia?
3. Fo wanem nao olo man ia i sing aot olobaot fo hem ia?
4. Fo wanem nao olketa ia i kilim staka pigpig ia?
5. Pikinini ia i krae fo wanem long melewan naet ia?
6. Fo wanem nao tufala ia i klaem ap kokonat fo hem ia?
7. Yu wearem long kwi fo wanem long hotfala dei olsem ia?
8. Fo wanem nao mere ia haem kaliko hem tuwet ia?
9. Fo wanem nao olketa i katem plande heve nat fo hem ia?
10. Fo wanem nao hasban blong yu hem i go fising long Sabat  
fo hem ia?
11. Fo wanem nao olo man ia i wande enikaen tumas fo hem  
ia?
12. Fo wanem nao Jon hem sing aot long waef blong hem  
olowe?

Exercise 5: Question/Answer Drill

1. Waswe yu go long maket?
2. Yu go waswe long Pos Ofis?
3. Waswe yu go long boten?
4. Yu go waswe long busari?
5. Waswe yu go long beng?
6. Yu go waswe long hotel?
7. Waswe yu go long kastom haos?
8. Yu go waswe long sikarap?
9. Waswe yu go long solwata?
10. Yu go waswe long skul?
11. Waswe yu go long hospitel?
12. Yu go waswe long riva?

Exercise 6: Question/Answer Drill

Answer the following questions truthfully.

1. Waswe nao yu kam long Solomon?
2. Yu lanem Pijin fo wanem?
3. Yu laekem Solomon o nomoa? Waswe?
4. Yu garem gaden long ples blong yu o nomoa? Waswe?
5. Waswe nao yu no go waka long narafala kandere?
6. Yu laek fo gogo long eaplen o long sip? Waswe?
7. Yu no wande go long sios? Waswe?
8. Yu laek fo kaikaim kaikai blong mifala o nomoa? Waswe?
9. Yu laek fo fidim pigpig o nomoa? Waswe?
10. Yu tingting fo go baek long kandere blong yu nao o nomoa yet? Waswe?
11. Waswe, yu laek fo plei futbol? Waswe?
12. Waswe, yu bin kam long klas tulet long las wik o nomoa? Waswe?

## Expressing Reason and Effect

13.6 Written ExercisesExercise 1: Translation

1. Ruth sang a song to amuse her child.  
\_\_\_\_\_
2. Sam bought a new pair of shorts because he wanted to give them to his father.  
\_\_\_\_\_
3. Why did you leave the office so early?  
\_\_\_\_\_
4. What is Joe making that canoe for?  
\_\_\_\_\_
5. Fred's friend didn't come home last night because it was raining heavily.  
\_\_\_\_\_
6. What did you do that for?  
\_\_\_\_\_
7. My brother ran all the way home to see his friend, Robert.  
\_\_\_\_\_
8. She wrote a letter to the priest because she wanted to find out about the missing bottle of wine.  
\_\_\_\_\_  
\_\_\_\_\_
9. Why did they slaughter so many pigs?  
\_\_\_\_\_  
\_\_\_\_\_
10. The old man lit the fire to warm himself.  
\_\_\_\_\_
11. What is he using that knife for?  
\_\_\_\_\_  
\_\_\_\_\_
12. Her husband couldn't make it to the meeting because he was sick.  
\_\_\_\_\_

## Expressing Reason and Effect

Exercise 2: Scrambled Sentences

1. long, blong, fo wanem, go, dadi, hospitel, hem, i, yu.
2. ia, i go, tufala, long, fo, tekem, mere, gaden, kam, kasara.
3. go, i, olketa, bikos, basari, olketa, baem, wande, pigpig, long.
4. nao, go, waswe, long, man, ia, long, sios, dei, melewan, olsem.
5. hem, i, Robet, bus, fo katem, go, stik, fo, haos, hem, blong.
6. go, olo, man, ia, bikos, long, waksap, hem, wande, i, motoka, hem, blong, tekem.
7. blong, mi, brata, i, hem, long, riva, fo, go, hipim, ap, ston.
8. haos, waswe, blong, nao, go, olketa, fren, i, long, yu?
9. sing, aot, pikinini, Ariki, fo, blong, kaikai.
10. blong, hem, fren, hem, i, klaem, ap, bikos, wande dringim, grinwan, kokonat.
11. long, waswe, waka, nao, beng, yu?
12. korongisim, waef, yu, blong, bulumakao, fo wanem?

# EXPRESSING ABILITY, KNOWLEDGE, AND CONVENTION

## Lesson Fourteen

### 14.1 Save + Verb

Read the following sentences and their translations.

- 1 a. Olketa i save fiksime motoka. 'They are physically able to fix/know how to fix/are accustomed to fixing cars.'
- b. Mi save tekem go long haos. 'I am physically able to take/know how to take/am accustomed to taking them to the house.'

In Pijin, save covers a wide range of meanings. When followed by a verb, save can express physical ability, competence or habit and thus can be translated as either 'can', 'know how to', or 'be accustomed to'. It occurs between the predicate marker and the verb.

	SUBJECT	PM	<u>save</u>	VERB	
1 a.	Olketa	i	save	fiksime	motoka
b.	Mi		save	tekem	go long haos.

### 14.2 Fitim fo/Inaf fo + Verb

Now compare the sentences in 1 above with those in 2 and 3. Notice in particular the words immediately preceding the verbs and their translations.

- 2 a. Man ia i fitim fo waka long ofis. 'The man is capable of working in the office.'
- b. Sista blong mi fitim fo lukaotem pikinini. 'My sister is capable of raising children.'
- 3 a. Gele ia inaf fo lanem langwis. 'The girl is skilled at learning languages.'
- b. Robet hem inaf fo fising. 'Robert is skilled at fishing.'

Expressing Ability, Knowledge,  
and Convention

There are a couple of important differences between the sentences with save and those with fitim and inaf. First, neither fitim nor inaf (or naf) share the same wide range of meanings as save. Fitim conveys the idea of competence, either physical, mental or emotional. Inaf indicates skill at performing an action. Second, both fitim and inaf are followed by fo and a verb.

	SUBJECT	PM	<u>fitim/inaf</u>	<u>fo</u>	VERB	
2 a.	Man ia	i	fitim	fo	waka	long ofis.
3 a.	Gele ia		inaf	fo	lanem	langwis.

14.3 Negatives

There are several negative forms corresponding to the affirmative forms listed above.

14.3.1 Kanduit + Verb

Notice the similarities and differences between the sentences and translations in 2 above and those in 4 below.

- |  |   |
|--|---|
| 4 a. Olketa i kanduit<br>fiksime motoka. | 'They are physically unable to/<br>don't know how to/aren't<br>allowed to fix cars.'                |
| b. Mi kanduit tekem go<br>long haos.     | 'I am physically not able to/<br>don't know how to/am not<br>allowed to take them to the<br>house.' |

Like save, kanduit (or kanduin) covers a wide range of meanings. It can mean physical inability, lack of knowledge or lack of permission or authority. It occurs between the predicate marker and the verb.

	SUBJECT	PM	<u>kanduit</u>	VERB	
4 a.	Olketa	i	kanduit	fiksime	motoka.
b.	Mi		kanduit	tekem	go long haos.

Expressing Ability, Knowledge,  
and Convention

14.3.2 No save + Verb

Now look at these sentences with no save and their range of meanings compared with those with save and kanduit.

5 a. Mi no save klaem ap  
kokonat.

'I don't know how to climb/am  
unable to climb/am not in the  
habit of climbing coconut trees.'

b. Olketa i no save  
fiksim motoka.

'They don't know how to fix/are  
unable to fix/aren't in the habit  
of fixing cars.'

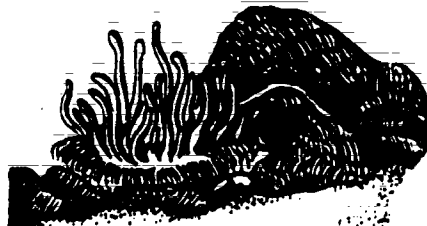
No save covers all of the negative counterparts of the meanings covered by save. Some, but not all, of its meanings overlap with those associated with kanduit. The position of no save in a sentence is the same as save.

	SUBJECT	PM	<u>no save</u>	VERB	
5 a.	Mi		no save	klaem ap	kokonat.
b.	Olketa	i	no save	fiksim	motoka.

14.3.3 No fitim fo / no inaf fo + Verb

The negative forms no fitim and no inaf (or no naf) convey the ideas of lack of competence (either physical, mental or emotional) and lack of skill, respectively. They are followed by fo and a verb.

	SUBJECT	PM	<u>no fitim/</u> <u>no inaf</u>	<u>fo</u>	VERB	
6.	Man ia	i	no fitim	fo	digim	dren.
7.	Patere ia	i	no naf	fo	draevem	motoka.





## 14.4 Oral Exercises

Exercise 1: Expansion DrillInsert save in the following sentences.

EXAMPLE: Teacher: Mi klaem ap kokonat.

Student: Mi save klaem ap kokonat.

1. Mi klaem ap kokonat.
2. Gloria hem i korongisim yam long umu.
3. Maek hem i draevem motoka.
4. Fren blong mi hem i fiksime trake.
5. Brata blong hem hem i plei ragbi.
6. Olketa i toktok long Pijin.
7. Boe ia i dringim bia.
8. Olo man ia i fising long net.
9. Mere ia i singsing weitim gita.
10. Pikinini blong tufala ia i tok swea.
11. Waef blong Jon hem i soem ap long kwi.
12. Hem i kaikaim taro an kumara.
13. Gele ia i kukim supsup banana.
14. Robet hem i mekem spia.
15. Kaimanisi hem i lukaotem ilfis an ura.

Exercise 2: Transformation DrillIn Exercise 1, change the sentences to negative using no save.

EXAMPLE: Teacher: Mi klaem ap kokonat.

Student: Mi no save klaem ap kokonat.

Exercise 3: Double-Slot Substitution DrillMan ia fitim fo fising:

1. plei futbol
2. sista blong mi
3. lukaotem pikinini
4. mere ia
5. tralala
6. tufala boe ia
7. waka long ofis
8. hos blong mi
9. toktok nomoa
10. olo mere ia
11. stap kwaet long haos nomoa
12. sik man ia

Expressing Ability, Knowledge,  
and Convention

Exercise 4: Transformation Drill

Change these sentences to negative using kanduit.

EXAMPLE: Teacher: Pita i save draevem trak.  
Student: Pita i kanduit draevem trak.

1. Pita i save draevem trak.
2. Susana i save plei netbol.
3. Trifala araikwao ia i save padolem kanu.
4. Fren blong Jo i save wakem sea.
5. Elen i save lukaotem pikinini.
6. Mami blong hem i save singsing.
7. Olketa gele ia i save duim kastom dans.
8. Patere ia i save tok long Pijin.
9. Maek an Gloria i save fidim dogi.
10. Mifala i save haerem motoka blong hem.
11. Hem i save ranem stoa.
12. Hedmasta blong skul ia i save plei kriket.

Exercise 5: Transformation Drill

Change the sentences in Exercise 4 to negative using no fitim fo.

EXAMPLE: Teacher: Pita i save draevem trak.  
Student: Pita i no fitim fo draevem trak.

Exercise 6: Multiple-Slot Substitution Drill

Olketa i save fiksim motoka.

- |            |                 |
|------------|-----------------|
| 1. draevem | 10. fitim fo    |
| 2. sigal   | 11. wearem      |
| 3. no save | 12. long kwi    |
| 4. klinim  | 13. save        |
| 5. kaliko  | 14. baem        |
| 6. soem ap | 15. no fitim fo |
| 7. kanduit | 16. hanwas      |
| 8. sote    | 17. gareem      |
| 9. aeanem  | 18. lukaotem    |

Expressing Ability, Knowledge,  
and ConventionExercise 7: Question/Answer Drill

1. Yu save ran fo wan mael long tri minit o nomoa?
2. Yu kanduit toktok long Pijin ia?
3. Waswe, yu fitim fo draevem plen o nomoa?
4. Yu no save nem blong tisa blong yu?
5. Yu no fitim fo lukaotem wael pigpig ia?
6. Waswe yu save wokabaot raonem aelan ia long wan dei?
7. Yu kanduit klaem ap kokonat tri yet?
8. Yu fitim fo korongisim bulumakao long umu nao o nomoa?
9. Waswe, yu no save pos ofis yet?
10. Yu no fitim fo duim kastom dans long Solomon ia?
11. Yu save sutim sak wetim spia o nomoa?
12. Waswe, yu kanduit fo faendem snou long Solomon?

Exercise 8: Question/Answer Drill

1. Yu save haomas fo sendem leta go long Merika long ea?
2. Waswe, yu kanduit fo baem lan long hia?
3. Yu fitim fo pleim futbol o nomoa?
4. Wanem nao yu no save baem long maket long hia?
5. Watkaen waka nao yu no fitim fo duim?
6. Yu save hao fo pleim gita o nomoa?
7. Waswe, yu kanduit fiksime waeles?
8. Watkaen kaliko yu fitim fo wearem long kandere blong yu?
9. Yu no save wakem sea? Waswe?
10. Yu no fitim fo fidim staka kokorako? Waswe?
11. Bihaen yu lusim Solomon, wanem bae yu save duim?
12. Yu tingting yu save stap long nara kandere go kasem tu yia?

Expressing Ability, Knowledge,  
and Convention

14.5 Written Exercises

Exercise 1: Scrambled Sentences

1. hao fo, save, yu, gita, pleim, waswe, nomoa, o?  
\_\_\_\_\_
2. no save, spia, mekem, Robet.  
\_\_\_\_\_
3. futbol, ia, man, plei; no fit fo.  
\_\_\_\_\_
4. blong, bos, mi, fitim fo, ofis, waka, nomoa, long.  
\_\_\_\_\_
5. ia, kanduit fo, mere, lukaotem, i, pikinini.  
\_\_\_\_\_
6. i, sigal, olketa, save, draevem.  
\_\_\_\_\_
7. no fitim fo, olo, man, ia, long kwi, baem.  
\_\_\_\_\_
8. blong, waef, no save, Jon, soem ap, sote.  
\_\_\_\_\_
9. plei, fitim fo, yu, futbol.  
\_\_\_\_\_
10. long, patere, save, ia, i, Pijin, tok, no.  
\_\_\_\_\_
11. waeles, waswe, kanduit, yu, fiksime, nao?  
\_\_\_\_\_
12. dans, long, yu, Solomon, no fitim fo, duim, kastom?  
\_\_\_\_\_

Expressing Ability, Knowledge,  
and ConventionExercise 2: Translation Exercise (English to Pijin)

1. Are you able to come to my house tomorrow?

2. My father does not know how to drive a car.

3. Why can't you buy a house here?

4. He is physically fit to dig the drain.

5. Billy does not have the skill to fix an engine.

6. That boy can climb a coconut tree.

7. The old man is not in the habit of eating pork.

8. She is unfit so she can't win the race.

9. Joe is unable to work daily.

10. What sort of job are you willing to do?

11. I am not qualified to do this.

12. Do you have the expertise to write a book?

## EXPRESSING OBLIGATION

### Lesson Fifteen

#### 15.1 Mas + Verb

Compare the sentences in 1, which you studied in the last lesson, with those in 2. Look particularly at the position of mas.

- |                                      |                                |
|--------------------------------------|--------------------------------|
| 1 a. Brata blong yu i save waka had. | 'Your brother can work hard.'  |
| b. Yumi save bonem olketa rabis.     | 'We can burn the rubbish.'     |
|                                      |                                |
| 2 a. Brata blong yu i mas waka had.  | 'Your brother must work hard.' |
| b. Yumi mas bonem olketa rabis.      | 'We must burn the rubbish.'    |

When mas precedes a verb, it indicates that the actor is obliged to carry out the action of the verb. Mas assumes the same position in the sentence as save, i.e., between the predicate marker and the verb.

	SUBJECT	PM	<u>mas</u>	VERB	
2 a.	Brata blong yu	i	mas	waka	had
b.	Yumi		mas	bonem	olketa rabis.

#### 15.2 Negative Obligation - mas no and kanduit

There are at least two ways to express negative obligation in Pijin. Study the sentences in 3 and 4 below.

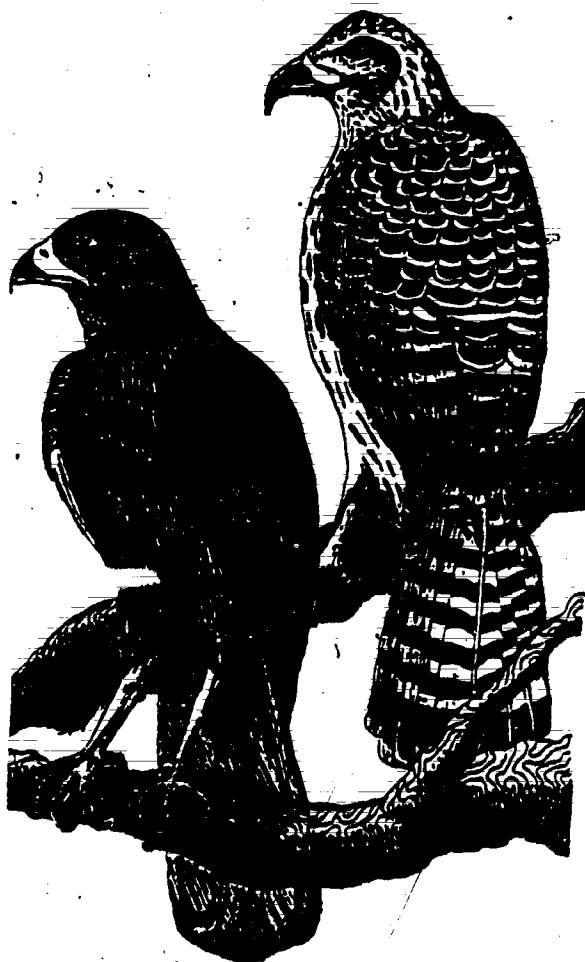
- |   |   |
|---|---|
| 3 a. Brata blong yu i mas no waka had.  | 'Your brother mustn't/shouldn't work hard.' |
| b. Yumi mas no bonem rabis.             | 'We mustn't/shouldn't burn the rubbish.'    |
|   |   |
| 4 a. Brata blong yu i kanduit waka had. | 'Your brother mustn't/can't work hard.'     |
| b. Yumi kanduit bonem rabis.            | 'We mustn't/can't burn the rubbish.'        |

Expressing Obligation  
and Convention

The sentences in 3 could be said if there were a prohibition against working hard or burning rubbish. But they could also be said if it is simply better not to do these things. In this sense, it is a somewhat weaker negation than English 'must not.' It also includes the area of meaning covered by English 'should not.' Notice that the negative marker follows mas.

	SUBJECT	PM	<u>mas</u>	NM	VERB	
3 a.	Brata blong yu Yumi	i	mas mas	no no	waka bonem	had. rabis.

The sentences in 4 could also be said if there were a prohibition against working hard or burning rubbish. In addition, however, they can convey a sense of inability. Thus they could be said if your brother were very weak or if the rubbish were wet. Kanduit as a negative marker has also been explained in section 14.3.1. of Lesson 14.



## Expressing Obligation

15.3 Oral ExercisesExercise 1: Double-Slot Substitution Drill

Pikinini blong Jo i mas go long skul tumora.

1. baeleg go long taon
2. olketa wakaman
3. hipim ap kokonat
4. Hare an Pita
5. katem kavara
6. tufala man ia
7. plandem yam an taro
8. samfala mere
9. lukaotem faewud
10. mifala
11. klinim haos blong sif
12. Maek an Gloria

Exercise 2: Utterance-Response Drill

Listen to the sentence about Jo. Then make a sentence about Sau using mas no.

EXAMPLE: Teacher: Jo hem i mas klaem ap kokonat.  
Student: Sau hem i mas no klaem ap kokonat.

1. Jo hem i mas klaem ap kokonat.
2. Jo hem i mas ridim desfala buk.
3. Jo hem i mas go plei futbol.
4. Jo i mas helpem man ia.
5. Jo i mas aeanem kaliko tumora.
6. Jo hem i mas go long boten las wik.
7. Jo hem i mas go long sip.
8. Jo i mas lanem ingglis.
9. Jo hem i mas maritim wantok blong mi.
10. Jo hem i mas fidim bulumakao.
11. Jo hem i mas slip long melewan long rum.
12. Jo i mas baem sote an long kwi.



Exercise 3: Expansion Drill

Add mas to the following sentences:

EXAMPLE: Teacher: Brata blong Bili hem i fiksım jonson.  
 Student: Brata blong Bili hem i mas fiksım jonson.

1. Brata blong Bili hem i fiksım jonson.
2. Olketa pikinini go long skuł tude.
3. Yufala pipol long hia salem plande samting long maket.
4. Samfala man an mere i go helpem patere ia long sios.
5. Dokta hem i sei yumi bonem olketa rabis.
6. Sif blong mifala hem i tingting hevi long gavman.
7. Moabeta yumi draevem trak ia go long taon.
8. Man ia i katem bigfala tri kolsap long riva ia.
9. Tufala gele ia i stap seleva long haos astade.
10. Hedmasta i wipim pikinini weitim loeaken.
11. Bili i troem olketa botol ia.
12. Tufala mere long desfala haos ia i waka had.

Exercise 4: Expansion Drill

Add mas no to the sentences in Exercise 3.

EXAMPLE: Teacher: Brata blong Bili hem i fiksım jonson.  
 Student: Brata blong Bili hem i mas no fiksım jonson.

Exercise 5: Question/Answer Drill

1. Waswe, yu mas wearem but long Mendana Hotel?
2. Waswe, yu mas kam long bas evri mone?
3. Waswe, yu mas kaikaim B.S.A. raes evride?
4. Waswe, yu mas lanem Pijin long Solomon?
5. Waswe, yu mas wasem titi blong yu evride?
6. Waswe, yu mas fiaa taem yu lusim Solomon?
7. Waswe, yu mas lukim dokta taem yu sik?
8. Waswe, yu mas stap kwaet taem tisa i tok?
9. Waswe, yu mas openem doa sapos yu fil hot?
10. Waswe, yu mas draeva isi long melewan dei?
11. Waswe, yu mas putim mani blong yu long beng?
12. Waswe, yu mas bonem evri rabis?

## Expressing Obligation

Exercise 6: Guided Response Drill

Respond with an appropriate sentence with mas or no mas.

EXAMPLE: Teacher: Pikinini ia hem i garem beieran.  
Student: Hem i mas go lukim dokta.

1. Pikinini ia hem i garem beieran.
2. Fred hem i garem lou mak long skul olowe.
3. Hasban blong Gloria hem i garem bigfala bele.
4. Mere ia hem i babule kasem siks mans naö.
5. Pita hem i stap long laebrari.
6. Enjin blong Maek hem i bagarap.
7. Dogi blong Bili hem i hanggre.
8. Oiketa motoka gohed fo raran long rod yet.
9. Bos blong Jak wande lukim hem.
10. Desfala riva hem i ran.
11. Long mone tumora bae yu stat fo waka long siks klok.
12. Moskito hem i staka long hia long naet.

Exercise 7: Free Response Drill

Indicate how you would respond in the following situations, using mas or mas no.

1. Sapos yu tisa long Tangarare Skul an yu wande go long Honiara fo baem samfala samting, wanem yu mas duim fastaem?
2. Sapos yu go long haos blong Gavna fo pati, wanem yu mas no duim?
3. Yu go long wanfala villij an yu laek fo dringim grin kokonat, wanem nao yu mas duim fastaem?
4. Sapos yu wanfala mere an yu go long wanfala villij, watkaen samting yu mas no duim taem yu lukim haos blong olketa boe?
5. Yu go stap long wanfala ples wea moskito staka fo gud, wanem nao yu mas baem?
6. Sapos yu go long rum wea wanfala smol pikinini i slip long hem, wanem nao yu mas no duim?
7. Wan naet yu wokabaot an yu lukim wanfala man hem i stilim samfala samting long wanfala stoa, wanem nao yu mas duim?
8. Sapos yu kam long klas tulet, wanem nao yu mas talem tisa blong yu?
9. Sapos you gogo daon long hil long motoka blong yu, wanem nao yu mas no duim?
10. Sapos yu wande go long nara kandere watkaen samting nao yu mas garem?
11. Wanem nao yu mas no duim taem plen hem i jes rere nomoa fo flae?
12. Watkaen samting nao yu mas duim fastaem bifo yu go insaed long haos blong nara man?

## Expressing Obligation

15.4 Written ExercisesExercise 1: Guided Response Drill

Write out the answers to Oral Exercise 6 on page 128.

Exercise 2: Question Word Analysis

Make questions based on the model sentences using the words provided.

1. Jon hem i mas stat fo waka long eit toti evride.

Hu nao \_\_\_\_\_?

Wanem nao \_\_\_\_\_?

Wataem nao \_\_\_\_\_?

2. Kaimanisi mas no laetem faea kolsap long ples wea oel stap.

Hu nao \_\_\_\_\_?

Wanem nao \_\_\_\_\_?

Wea nao \_\_\_\_\_?

3. Fren blong Jo mas kam hom kwiktaem bikos dadi blong hem i sik tumas.

Hu nao \_\_\_\_\_?

Waswe nao \_\_\_\_\_?

Wea \_\_\_\_\_?

## Expressing Obligation

4. Sam mas no kaikaim loli olowe bikos titi blong hem i roten finis.

Hu \_\_\_\_\_?

Waswe \_\_\_\_\_?

Wanem \_\_\_\_\_?

5. Bili an waef mas givim pikinini blong tufala namba wan kaikai, nogud hem i sik.

Hu nao \_\_\_\_\_?

Watkaen nao \_\_\_\_\_?

Waswe nao \_\_\_\_\_?

6. "Yu mas no lusim plande seleni long bia", Maek hem i talem olsem long wantok blong hem.

Wanem nao \_\_\_\_\_?

Hu nao \_\_\_\_\_?

Watkaen nao \_\_\_\_\_?

## EXPRESSING DESIRE

### Lesson Sixteen

#### 16.1 Wande(m)/Laek(em) (fo) + VERB

Compare the position of wande(em) and laek(em) in the sentences in 3 with the position of save and mas in the sentences in 1 and fitim and inaf in the sentences in 2.

- |  |   |
|--|---|
| 1 a. Brata blong yu i save waka<br>had.      | 'Your brother can work<br>work hard.'     |
| b. Yumi mas bonem olketa rabis.              | 'We must burn the<br>rubbish.'            |
| 2 a. Sau i fitim fo lukaotem<br>pikinini.    | 'Sau is capable of<br>raising children.'  |
| b. Robet hem inaf fo fising.                 | 'Robert is skilled at<br>fishing.'        |
| 3 a. Yufala i wandem lanem Pijin.            | 'You want to learn<br>Pijin.'             |
| b. Olo man ia i wande fo<br>maritim gele ia. | 'The old man wants to<br>marry the girl.' |
| c. Yufala i laekem fo<br>lanem Pijin.        | 'You want to learn<br>Pijin.'             |
| d. Olo man ia i laek maritim<br>gele ia.     | 'The old man wants to<br>marry the girl.' |

Wande(m) and laek(em) both express a desire on the part of the actor to perform the action of the verb. However, unlike most verbs in Pijin, the transitive marker -m or -em is optional when wande and laek are followed by verbs. Second, there may or may not be a fo between wande(m) or laek(em) and the following verb. The presence or absence of fo has no bearing on the meaning of the sentence. Thus, these two verbs can pattern like mas and save, immediately followed by a verb, or like fitim and inaf, followed by fo and a verb.

## Expressing Desire

	SUBJECT	PM	<u>laek(em)</u> <u>wande(m)</u>	VERB	
1 a.	Brata blong yu	i	save	waka	had.
b.	Yumi		mas	bonem	olketa rabis.
3 a.	Yufala	i	wandem	lanem	Pijin.
b.	Olo man ia	i	laek	maritim	gele ia.

	SUBJECT	PM	<u>laek(em)</u> <u>wande(m)</u>	fo	VERB	
2 a.	Sau	i	fitim	fo	lukaotem	pikinini.
b.	Robet hem		inaf	fo	fising.	
3 b.	Olo man ia	i	wande	fo	maritim	gele ia.
c.	Yufala	i	laekem	fo	lanem	Pijin.

16.2 Wandem/Laekem + NOUN (+ fo) + VERB

Now notice how these sentences are different from those in 2 above.

- |      |   |   |
|------|---|---|
| 4 a. | Sau i wandem dokta fo lukim pikinini.       | 'Sau wants the doctor to look at her child.'  |
| b.   | Mi wandem pikinini klaem ap kokonat.        | 'I want the child to climb the coconut tree.' |
| c.   | Hem i laekem wantok fo stap weitim hem.     | 'He wants his wantok to stay with him.'       |
| d.   | Mere hem i laekem Jon go skul long Ingglan. | 'Mary wants John to go to school in England.' |

In the sentences above, the subject expresses a desire for someone else to perform the action of the verb. That 'someone else' follows wandem or laekem and is the subject of the following verb. As with the examples in 16.3 above, fo may optionally be absent from these sentences without a change in meaning.

	SUBJECT	PM	<u>wandem/</u> <u>laekem</u>	SUBJECT (fo)	VERB
4 a.	Sau	i	wandem	dokta	fo lukim pikinini.
d.	Mere	i	laekem	Jon	go skul long Ingglan.

## Expressing Desire

16.3 Negatives

The negative counterparts of the sentences described in 16.1 and 16.2 follow the pattern seen with save, fitim fo, and inaf fo (see Lesson 14). The negative marker no occurs before wande or laek.

	SUBJECT	PM	NEGATIVE	<u>wande/</u> <u>laek (fo)</u>	VERB
5.	Yufala	i	no	wande	lanem Pijin.
6.	Olo man ia	i	no	laek (fo)	maritim gele.

Now compare the examples below to those in 5 and 6. Take note of the negative markers and the translations.

7 a.	Tufala i no wandem tisa fo tok tumas.	}	'They don't want the teacher to talk too much.'
b.	Tufala i wandem tisa fo no tok tumas.		
c.	Tufala i no wandem tisa fo no tok tumas.		
8 a.	Hem i no laekem fren fo lusim seleni long bia.	}	'He doesn't want his friend to waste money on beer.'
b.	Hem i laekem fren fo no lusim seleni long bia.		
c.	Hem i no laekem fren fo no lusim seleni long bia.		

In the above examples, the negative marker no can be placed either before the first verb (wandem or laekem) or before the second verb (here, tok or lusim) or both, all of which have the same meaning.

	SUB- JECT	PM	NM	<u>wandem/</u> <u>laekem</u>	SUB- JECT	(fo)	NM	VERB
7 a.	Tufala	i	no	wandem	tisa	fo		tok tumas.
b.	Tufala	i		wandem	tisa	fo	no	tok tumas.
c.	Tufala	i	no	wandem	tisa	fo	no	tok tumas.



## 16.4 Oral Exercises

Exercise 1: Double-Slot Substitution Drill

Olketa pikinini wande swim long riva.

1. lukluk long plen
2. bus kanaka ia
3. go liv long taon
4. olo man ia
5. baem bitinat
6. Kaimanisi
7. maritim wanfala Tio
8. fren blong mi
9. haerem trake blong skul
10. tisa ia
11. pleim futbol olowe
12. Jak an Tomas

Exercise 2: Replacement Drill

Change wande in the following sentences to laek fo.

EXAMPLE: Teacher: Mi wande lanem hao fo draevem motoka.

Student: Mi laek fo lanem hao fo draevem motoka.

1. Mi wande lanem hao fo draevem motoka.
2. Olketa pikinini blong Jon ia i wande kaikaim loli olowe.
3. Samfala wantok blong hem wande lanem Pijin.
4. Desfala man hem i onem stoa ia hem wande salem sigal.
5. Dadi and mami blong Sam wande memba long sosaeti.
6. Mi lukim wanfala kurukuru hem i wande leim eg.
7. Astade tufala dogi i wande faet long rod.
8. Las naet brata blong mi wande go fising bat hem i hevi ren.
9. Babule mere ia hem i wande kaikaim fis olowe nomoa.
10. Wanem nao olketa fren blong yu wande korongisim?
11. Watkaen sote nao tufala boe ia i wande baem long stoa.
12. Waswe nao gele ia i wande maritim olo man ia?

## Expressing Desire

Exercise 3: Transformation Drill

Change the sentences in Exercise 2 to negative using no wande.

EXAMPLE: Teacher: Mi wande lanem hao fo draevem motoka.  
 Student: Mi no wande lanem hao fo draevem motoka.

Exercise 4: Transformation Drill

Change the sentences in Exercise 2 to negative using no laek fo.

EXAMPLE: Teacher: Mi wande lanem hao fo draevem motoka.  
 Student: Mi no laek fo lanem hao fo draevem motoka.

Exercise 5: Multiple-Slot Substitution Drill

Dadi blong yu i wande baem lan.

- |                       |                           |
|-----------------------|---------------------------|
| 1. busarem pigpig ia  | 7. faet long hotel olowe  |
| 2. laek fo            | 8. no wande               |
| 3. Wantok blong Jo    | 9. gogo long sios evridei |
| 4. lukim wanfala gele | 10. Stoa man ia           |
| 5. wande              | 11. no laek fo            |
| 6. Kamban blong mi    | 12. waka long gaden       |

Exercise 6: Question/Answer Drill

1. Wanem nao yu laek fo kaikaim?
2. Watkaen waka nao yu no laek fo duim?
3. Waswe nao yu wande putim seleni blong yu long beng?
4. Watkaen muvi yu no wande fo lulukim?
5. Wanem nao yu laek fo duim long Sarere an Sande?
6. Watkaen kaliko yu no laek fo wearem?
7. Wea nao yu wande go long Krismas?
8. Wanem nao yu no wande fo duim long Honiara taem yu jes kam?
9. Singsing blong hu nao yu laek fo herem tumas?
10. Watkaen ples yu laek fo visitim moa long Solomon?
11. Wanem nao yu no laek fo kaikaim taem yu sik?
12. Wea nao yu wande go bihaen yu lusim klasrum?

Exercise 7: Multiple-Slot Substitution Drill

Sau hem i wandem dokta fo lukim pikinini ia.

- |                     |                          |
|---------------------|--------------------------|
| 1. hasban blong hem | 7. brata blong hem       |
| 2. krasem kokonat   | 8. no laekem             |
| 3. laekem           | 9. lusim seleni long bia |
| 4. sista blong hem  | 10. Jo an Robet          |
| 5. wandem           | 11. no wandem            |
| 6. waka long beng   | 12. skul long Ingglan.   |

Exercise 8: Question/Answer Drill

1. Wanem nao yu laekem mami blong yu fo kukim?
2. Watkaen fis nao yu wandem fren blong yu fo tekem kam?
3. Hu nao yu wandem fo waka weitim yu?
4. Waswe nao yu no laekem fren blong mi fo kam?
5. Wanem nao yu no wandem tisa blong yu fo duim?
6. Hu nao yu laekem fo draevem motoka blong yu.
7. Watkaen buk nao yu wandem stoa man ia fo odarem?
8. Wanem nao yu no wandem kamban blong yu fo talem yu taem yu kros?
9. Waswe nao yu no laekem olketa fren blong yu fo kam hom taem yu no stap?
10. Watkaen kabis nao yu laekem hem fo baem fo yu long maket?
11. Wanem nao yu wandem sista blong yu fo sendem yu?
12. Watkaen singsing nao yu no wandem wantok blong yu fo singim?

## Expressing Desire

Exercise 9: Question Chain

Your teacher will describe a situation and ask a question. Answer the question and then ask one of your classmates the same thing.

EXAMPLE: Teacher: Bifoa yu kam long Solomon ating yu  
garem plande samting wea yu laek fo  
tekem kam weitim yu. Watkaen  
samting nao yu wande tekem kam?  
Student: Mi wande tekem kam samfala buk,  
wanfala kamera, an gele fren blong  
mi.

1. Bifoa yu kam long Solomon ating yu garem plande samting  
wea yu laek fo tekem kam weitim yu. Watkaen samting nao  
you wande tekem kam?
2. Sapos yu go visitim Inggran, wanem nao bae yu wande lukim?
3. Wanfala big ren i kam long ples blong yu an wasem plande  
haos, tri an trake. Watkaen nius nao yu wandem mami and  
dadi blong yu fo talem yu fastaem long leta o telefon?
4. Fren blong yu hem i go visitim Tahiti an hem i sei sapos yu  
wandem presen yu save talem go long hem. Watkaen samting  
nao yu laekem fren blong yu fo tekem kam fo yu?
5. Sapos yu garem staka seleni an yu wande baem motoka an yu  
go long wanfala stoa wea olketa salem plande deferen motoka,  
bae watkaen nao yu laek fo baem?
6. Yu go long boten blong wanfala Saena an yu lukim staka  
kaikai, bae watkaen kaikai nao bae yu wande kaikaim?

16.5 Written ExercisesExercise 1: Guided Answer.

EXAMPLE: Mere laek fo ridim buk. Waswe long yu?  
Mi laek fo ridim buk tu.

1. Mere laek fo ridim buk. Waswe long yu?
2. Gloria no laek fo stap long taon. Waswe long yu?
3. Kupe wande go visitim olketa nara kandere. Waswe long yu?
4. Wantok blong mi no laekem waka long ofis. Waswe long yu?
5. Patere ia no wande dring bia olowe. Waswe long yu?
6. Robet laek fo herem singsing blong olketa pipol long Fiji. Waswe long yu?
7. Tomas wande kaikai fis an kokonat olowe. Waswe long yu?
8. Bili no laek fo toktok long Pijin weitim samfala fren blong hem. Waswe long yu?
9. Tufala ia no wandem tisa fo tok tumas long klasrum. Waswe long yu?
10. Fren blong Maek hem i laek fo mitim Kwin long ingglaan tumas. Waswe long yu?
11. Mi wande go swim long solwata long taem hem i hot fo gud. Waswe long yu?
12. Hem no laek fo lusim seleni blong hem long smok. Waswe long yu?

## Expressing Desire

Exercise 2: Translation Exercise

1. Sam is keen to learn Pijin.  
\_\_\_\_\_
2. Joe wants to go to town.  
\_\_\_\_\_
3. My friend is not interested in going to school.  
\_\_\_\_\_
4. They don't want us to live near the main road.  
\_\_\_\_\_
5. Peter is fond of eating sweets.  
\_\_\_\_\_
6. The child loves coconut juice.  
\_\_\_\_\_
7. She doesn't want me to go back to my home country.  
\_\_\_\_\_
8. His friend is not in the mood for talking today.  
\_\_\_\_\_
9. What do you like to drink?  
\_\_\_\_\_
10. Does your friend want Peter to go fishing or not?  
\_\_\_\_\_
11. Why is it that you don't intend to come with us?  
\_\_\_\_\_
12. Which do you prefer, kumara or yams?  
\_\_\_\_\_

## SOME AGENTLESS SENTENCES

### Lesson Seventeen

#### 17.1 Complex Sentences with hem as Subject

Look at the following sentences. Pay particular attention to the use of hem.

- 1 a. Plandem plande yam hem i gud.      'Planting a lot of yams is good.'
- b. Hem i gud fo plandem      'It's good to plant a lot of yams.'
- plande yam.

In the first sentence, plandem plande yam can be thought of as the topic and hem, which refers to the planting of yams, is the subject.

	TOPIC	SUBJECT PM	ADJECTIVE
1 a.	Plandem plande yam	hem	i gud

In the second sentence, plandem plande yam comes after the main clause hem i gud and is preceded by fo. Depending on the context, hem could refer to a person or, as the translation here indicates, to the planting of yams. In the second reading, the agent or actor (that is, the person doing the planting) is unspecified.

	SUBJECT PM	ADJECTIVE fo	TOPIC
1 b.	Hem	i gud	fo plandem plande yam

## Some Agentless Sentences

17.2 Hem Sentences with Beneficiaries and Agents

Now look at the use of fo in these sentences.

- |      |   |   |
|------|---|---|
| 2 a. | Hem i gud mi plandem<br>plande yam.       | 'It's good that I plant<br>a lot of yams.'            |
| b.   | Hem i gud fo mi plandem<br>plande yam.    | 'It's good that I plant<br>a lot of yams.'/           |
| c.   | Hem i gud fo mi fo<br>plandem plande yam. | 'It's good for me that a lot<br>of yams are planted.' |

In sentence 2a., the person(s) who will benefit (the beneficiary) is not specified but I am the person who is doing the planting (the agent). Notice that in this sentence, there is no fo.

## SUBJECT PM ADJECTIVE AGENT VERB PHRASE

2 a.	Hem	i	gud	mi	plandem plande yam
------	-----	---	-----	----	--------------------

Sentences 2b. and 2c. are ambiguous. Either sentence can mean that the beneficiary is unspecified and that I am the agent, the same as the meaning of sentence 2a. But, both sentences can also mean that I will benefit from the action, and the person(s) who will do the planting are unspecified. The use of fo after gud causes this ambiguity. The second fo is optional.

	SUB- JECT	PM	AD- JECTIVE	<u>fo</u>	BENEFIC. AGENT	<u>fo</u>	VERB PHRASE
2 b.	Hem	i	gud	<u>fo</u>	mi		planden plande yam.
c.	Hem	i	gud	<u>fo</u>	mi	<u>fo</u>	plandem plande yam.

17.3 Other Sentences with hem as Subject

In Pijin, there are some sentences which truly don't have referents for hem. These tend to be weather and time sentences, as in 3.

- |      |                        |                      |
|------|------------------------|----------------------|
| 3 a. | Hem i big ren tumas.   | 'It's raining hard.' |
| b.   | Hem i melewan dei nao. | 'It's noon.'         |



## Some Agentless Sentences

## 17.4 Oral Exercises

Exercise 1: Double-Slot Substitution Drill

Hem i gud fo plandem plande taro.

- |                              |                               |
|------------------------------|-------------------------------|
| 1. kipim seleni long beng    | 7. toktok long nara langwis   |
| 2. waes                      | 8. had                        |
| 3. ting hevi long olketa sif | 9. sensem tingting blong nara |
| 4. moabeta                   | man                           |
| 5. wearem kastom kaliko      | 10. no isi                    |
| 6. fani                      | 11. havem long kwi an sote    |
|                              | olowe                         |
|                              | 12. katkat                    |

Exercise 2: Transformation Drill

Move the final clause to the front of the sentence, as in the example:

EXAMPLE: Teacher: Hem i waes sapos yu duim deswan.  
Student: Sapos yu duim deswan hem i waes.

1. Hem i barava sapos yu korongisim pigpig olsem olketa.
2. Hem i fani sapos yu slip weitim su long leg.
3. Hem i nogud sapos yu hitim pikinini long hed.
4. Hem i stret sapos waef blong yu ting hevi long yu.
5. Hem i waes fo olketa i wakem haos farawe long solwata.
6. Hem i moabeta fo sik man ia i go lukim dokta.
7. Hem i rong sapos yu mekfan long olketa pipol i olo tumas.
8. Hem i katkat fo mere ia i wearem sut blong pulis.
9. Hem i isi sapos yu lanem langwis blong olketa.
10. Hem i gud fo samfala man i go lotu olowe.
11. Hem i craet sapos fren blong yu kam hom long melewan naet.
12. Hem i had fo baem motoka taem yu jes stat waka nomoa.

## Some Agentless Sentences

Exercise 3: Expansion Drill

Make new sentences by adding hem i and the word given to the sentences below, as in the example:

EXAMPLE: Teacher: Mi waka long gaden. (waes)  
Student: Hem i waes mi waka long gaden.

1. Olketa i lanem Pijin blong Solomon. (gud)
2. Mifala i wearem kabilato go long skul. (fani)
3. Tufala mere ia i busarem pigpig. (tambu)
4. Desfala man ia i stilim seleni long ofis. (rong)
5. Fren blong Maek i wakem bigfala haos. (moabeta)
6. Sau i tok Ingglis long araikwao ia. (barava)
7. Anggol blong mi i mekem plande kaving. (nambawan)
8. Dadi blong Jo i haedem staka seleni long bus. (nogud)
9. Patere ia i raosem pikinini ia. (stret)
10. Waef blong Jon i havem red long kwi. (katkat)
11. Kaimanisi i rerem bigfala trake ia go daon long hil. (stael)
12. Olo mere ia i stap olowe long haos nomoa. (waes)

Exercise 4: Question/Answer Drill

1. Wanem nao hem i katkat fo wearem?
2. Watkaen samting nao hem i gud fo man long nara kandere fo lanem?
3. Wanem nao hem i fani fo lukim?
4. Watkaen samting nao hem i tambu fo duim long villij?
5. Waswe nao hem i rong fo draeva long raet long hia?
6. Wanem nao hem i moabeta fo baem olowe?
7. Watkaen kaikai noa hem i isi fo kukim?
8. Waswe nao hem i waes fo no boelem kabis long taem tumas?
9. Wanem nao hem i had fo duim taem yu sik?
10. Watkaen buk hem i isi fo ridim olowe?
11. Wanem nao hem i nambawan fo kaikaim taem kol?
12. Watkaen wei nao hem i barava fo korongisim bulumakao?

## Some Agentless Sentences

Exercise 5: Guided Answer Drill

Listen to the situation described and then give an appropriate response using hem i + VERB:

EXAMPLE: Teacher: Sapos yu i wakem haos blong yu long andanit long wanfala big tri. Taem big win hem i kam, tri fol daon an spoelem haos blong yu.

Student: Hem i no gud fo wakem haos long andanit long tri.

1. Yu lusim haos blong yu fo go long nara ples bat yu no lokem. Taem yu kam baek, yu lusim samfala samting long haos.
2. Sapos yu garem lou mak long klas olowe an tisa blong yu raosem yu, yu fil sore lelebet an tingting baek long hom tu.
3. Yu go long wanfala miting wea olketa pipol i wearem enikaen sut nomoa bat yu no havem gud kaliko an bihaen yu fil sem nao.
4. Wantaem yu go go visitim fren blong yu long melewan naet an fren blong yu i no hapi long deskaen wei bikos hem i wande slip tumas.
5. Sapos yu wande go long nara aelan an yu go long sip bae long taem tumas bifo yu kasem ples ia.
6. Taem olketa man i busarem pigpig, samfala mere wande helpem olketa man bat sif long ples raosem olketa mere fo no kam kolsap.
7. Sapos yu tisim olketa pikinini an olketa i no save toktok long klas, hem i minim olketa i fraet long yu.
8. Yu brekem lo blong gavman an wanfala pulis man i askem yu samfala kwestin long wanem yu duim rong.
9. Sapos yu wande go swim long solwata o long riva an yu wearem long kwi baebae yu kanduit swim kwiktaem ia.
10. Wantaem yu kolem wanfala Saena long Honiara 'Waku' an hem i kros long yu.

## Some Agentless Sentences

17.5 Written ExercisesExercise 1: Scrambled Sentences

1. gud fo, plande, fis, hem, salem, i.  
\_\_\_\_\_
2. dringim, waes, i, hem, fo, wata, klin.  
\_\_\_\_\_
3. sapos, su, hem, slip, i fani, yu, leg, weitim, long.  
\_\_\_\_\_
4. fo, an, long kwi, katkat, sote, i, havem, hem.  
\_\_\_\_\_
5. i, rong, olo, yu, sapos, mekfan, pipol, long, olketa, hem.  
\_\_\_\_\_
6. i, toktok, sapos, save, moabeta, long, yu, langwis, nara, hem.  
\_\_\_\_\_
7. barava, i, sapos, hem, yu, olketa, olsem, pigpig, korongisim.  
\_\_\_\_\_
8. kaikai, i, isi, hem, watkaen, kukim, fo?  
\_\_\_\_\_
9. kol, nambawan, wanem, i, taem, nao, fo, kaikaim, hem.  
\_\_\_\_\_
10. tambu, olketa, i, mere, busarem, hem, fo, pigpig.  
\_\_\_\_\_
11. pikinini, raosem, i, hem, patere, stret, ia, ia, i.  
\_\_\_\_\_
12. had, i, fo, hem, duim, taem, yu, sik, wanem nao?  
\_\_\_\_\_

## Some Agentless Sentences

Exercise 2: Translation Exercise

1. It's not safe to walk in the bush alone.  
\_\_\_\_\_
2. It's wise to lock your house when you go out.  
\_\_\_\_\_
3. It's forbidden for women to go into the boys' house.  
\_\_\_\_\_
4. It's funny to watch children play.  
\_\_\_\_\_
5. It's really refreshing to have a beer after a period of hard work.  
\_\_\_\_\_
6. It's classy to wear long trousers with a long sleeve shirt.  
\_\_\_\_\_
7. It's not easy rearing children.  
\_\_\_\_\_
8. It's wrong to disobey your parents.  
\_\_\_\_\_
9. It's better for you to bank your money.  
\_\_\_\_\_
10. Why is it right and proper to respect the authority?  
\_\_\_\_\_
11. What is wrong about having too many children?  
\_\_\_\_\_
12. Why is it hard to live in an urban center?  
\_\_\_\_\_

# ORDERING AND REQUESTING

## Lesson Eighteen

### 18.1 Simple Commands

Look at the alternative ways to give a command.

- 1 a. Kaondem mani ia. } 'Count the money.'  
 b. Yu kaondem mani ia. }
- 2 a. No klaem ap tri ia. } 'Don't climb the tree.'  
 b. Yu no klaem ap tri ia. }

In Pijin, the easiest way to give an order is to use a sentence without a subject as in 1a. Alternatively, you may include the subject yu as in 1b.

	SUBJECT	VERB
1 a.		Kaondem mani ia.
b.	Yu	kaondem mani ia.

Negative commands are formed with no placed before the verb.

	SUBJECT	NO	VERB
2 a.		No	klaem ap tri ia.
b.	Yu	no	klaem ap tri ia.

## Ordering and Requesting

18.2 Polite Requests

Now read the more polite ways to make a request.

3 a. Yu (no) save klaem ap  
kokonat fo mifala?

'Can('t) you climb up  
the coconut tree for  
us?'

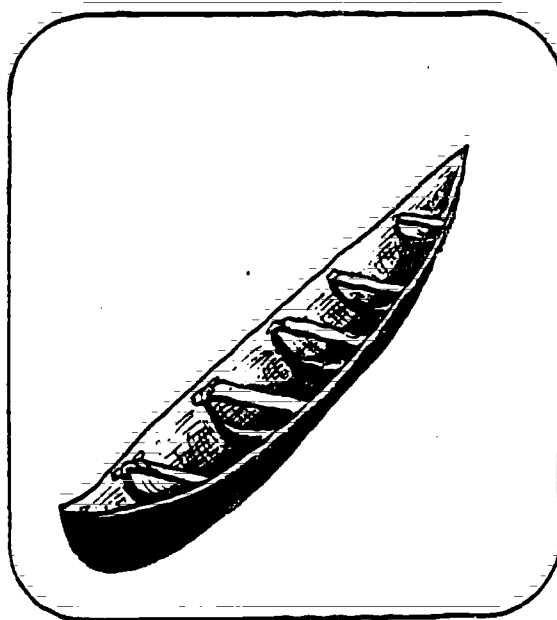
b. Mi (no) wandem yu fo tekem  
leta ia go long taon.

'I (don't) want you to  
take the letter to  
town.'

c. Hem i (no) gud fo yu (fo)  
klaem kokonat.

'It would (not) be good  
for you to climb the  
coconut tree.'

Requests can be made more polite by using (no) save in a question, as in 3a., mi (no) wandem yu as in 3b., or hem i (no) gud (fo) yu, as in 3c. These structures have been explained in Lessons 14, 16, 17, respectively.



## Ordering and Requesting

18.3 Oral ExercisesExercise 1: Action Chain

EXAMPLE: Teacher: Yu openem doa.  
 (Student opens door.)  
 Teacher: Wanem nao yu duim?  
 Student: Mi openem doa.

1. Yu openem doa.
2. Klinim blakbod.
3. Yu klosem buk.
4. Talem nem blong yu.
5. Putim sea go long andanit long tebol.
6. Soem basket blong yu.
7. Kaondem olketa pipol long klas.
8. Yu kam ap long mamana blong klas.
9. Tasem hed blong yu.
10. Yu bitim tebol trifala taem.
11. Dropem buk go daon long graon.
12. Yu raetem nem blong yu long blakbod.
13. Givim mi pensel blong yu.
14. Yu stan ap weitim wanfala leg.
15. Kavarem ae blong yu long han blong yu.

Exercise 2: Transformation Drill

Change the commands in Exercise 1 to negative.

EXAMPLE: Teacher: Yu openem doa.  
 Student: Yu no openem doa.

Exercise 3: Action Chain

Repeat Exercise 1 using save.

EXAMPLE: Teacher: Yu openem doa.  
 Student: Yu save openem doa?



## Ordering and Requesting

Exercise 4: Transformation Drill

Change the commands in Exercise 1 to the negative using no save.

EXAMPLE: Teacher: Yu openem doa.  
Student: Yu no save openem doa?

Exercise 5: Action Chain

Repeat Exercise 1, but use Yu talem fo.

EXAMPLE: Teacher: Yu openem doa.  
(Student opens door.)  
Teacher: Wanem nao mi talem yu.  
Student: Yu talem mi fo openem doa.

Exercise 6: Guided Answer

Listen to what the teacher tells you about him/herself and make an appropriate command.

EXAMPLE: Teacher: Mi fil hot tumas.  
Student: Hem i gud fo yu fo openem doa.  
(or Yu save dringim kolfala wata ia?)

1. Mi fil hot tumas.
2. Mi hanggre.
3. Red blong mi soa fo gud.
4. Mi wande dring.
5. Mi sendem leta fo dadi blong mi.
6. Mi taed tumas.
7. Mi laek fo kaikaim pigpig.
8. Mi wande baem kabis.
9. Mi laekem smok nao.
10. Mi no garew seleni nao.
11. Mi no laek fo tis.
12. Mi fil kol tumas.

## Ordering and Requesting

Exercise 7: Guided Answer Drill

Listen to what your teacher tells you. Then answer the question he/she asks.

EXAMPLE: Teacher: Yu stap long stoa an yu laekem stoaman fo soem yu olketa sote, wanem nao bae yu talem hem?

Student: Tekem kam sote.  
(or Mi wande yu fo tekem kam sote ia.)

1. Yu stap long stoa an yu laekem stoaman fo soem yu olketa sote, wanem nao bae yu talem hem?
2. Yu wande sendem leta go long Merika an yu laekem fren blong yu fo tekem go long Pos Ofis, hao no bae yu talem hem?
3. Sapos yu stap long haos blong wanfala man yu no save long hem gudfala and yu laek fo yusim toalet blong hem, wanem nao bae yu sei long hem?
4. Motoka blong yu hem no gud an yu wandem wanfala man long waksop fo fiksim, hao nao bae yu talem hem.
5. Sapos yu stap long wanfala vilij an yu laekem wanfala boe fo klaem ap grin kokonat fo you, wanem nao bae yu sei long hem?
6. Yu stap long klasrum an yu laekem wanfala skul pikinini fo tekem kam olketa buk long ofis, hao nao bae yu askem hem?

## Ordering and Requesting

7. Yu lukim wanfala big faea kolsap long haos blong yu an yu wandem faea trake fo kam, hao nao bae yu kolem oiketa faearnan long telefon?
8. Yu mekem wanfala pati long haos blong yu an laekem bos blong yu an waef blong hem fo kam, wanem nao bae yu sei long tufala?
9. Yu stap long haos blong yu an yu wandem waef, hasban o fren blong yu fo givim yu kol dring long aesboks, wanem nao bae yu talem hem?
10. Yu go long Honiara Hotel an yu tingting fo stap lelebet taem fo dringim wanfala bia, wanem nao bae yu sei long baman?
11. Sapos yu tisa long wanfala skul an yu laekem hedmasta fo helpem yu fo raetem wanfala leta go long wanfala big man, wanem nao bae yu sei long hem?
12. Sapos yu laek fo baroem samfala seleni long fren blong yu, wanem nao bae yu sei long hem?

18.4 Written ExercisesExercise 1: Translation Exercise

1. Open the book.  
\_\_\_\_\_
2. Show me your pen.  
\_\_\_\_\_
3. Can you open the door?  
\_\_\_\_\_
4. Put your hands on your head.  
\_\_\_\_\_
5. Write numbers 1-10 on the blackboard.  
\_\_\_\_\_
6. Can you bring me a piece of chalk?  
\_\_\_\_\_
7. Say the word "BAGARAP" after me.  
\_\_\_\_\_

# EXERCISES

# LESSON EIGHTEEN

## Ordering and Requesting

8. Close the door please.
9. Can you come to the front of the class?
10. Give me your book.
11. Can you take this letter to your teacher?
12. Clean the blackboard.

## Exercise 2: Sentence Formation

Write requests using the words given.

- |              |                |               |
|--------------|----------------|---------------|
| 1. doa       | 6. kuki        | 11. klinim    |
| 2. soem      | 7. sea         | 12. rolem go  |
| 3. tekem kam | 8. bringim kam | 13. sidaon    |
| 4. bia       | 9. onem        | 14. talem kam |
| 5. jonson    | 10. basket     | 15. baerc     |

## LESSON NINETEEN

### Comparing Things

#### 19.1 Comparisons Using Olsem

Read the sentences in 1 and 2.

- |   |   |
|---|---|
| 1 a. Buk blong mi hem i olsem<br>buk blong yu.                      | 'My book is like your<br>book.'                               |
| b. Kanu ia hem i olsem kanu<br>long ples blong mi.                  | 'This canoe is like the<br>canoe at my village.'              |
| 2 a. Desfala tri hem i no olsem tri<br>hem i stap mamana long haos. | 'This tree is not like<br>the tree in front of<br>the house.' |
| b. Pijin blong Solomon hem i<br>no olsem Tokpisin.                  | 'Solomon Islands Pijin<br>is not like Tokpisin.'              |

In these sentences, olsem is translated as 'like'. To indicate that two things are similar, olsem occurs after the predicate marker and before the second member of the comparison.

	TOPIC	SUBJECT	PM	<u>olsem</u>	NOUN PHRASE
1 a.	Buk blong mi	hem	i	olsem	buk blong yu.
b.	Kanu ia	hem	i	olsem	kanu long ples blong yu.

To indicate that two things are not similar, the negative marker no or nating occurs between the predicate marker and olsem.

	TOPIC	SUBJECT	PM	NM	<u>olsem</u>	NOUN PHRASE
1 a.	Desfala tri	hem	i	no	olsem	hem i stap mamana long haos.
b.	Pijin blong Solomon.	hem	i	no	olsem	Tokpisin.

### 19.2 Comparisons Using ADJECTIVE/ADVERB/NOUN PHRASE/etc + Olsem

Now compare the sentences in 1 and 2 with those in 3 and 4 below.

- |   |  |
|---|--|
| 3 a. 'Jon hem i was strong<br>olsem sak.                | 'John paddles as strong<br>as a shark.'              |
| b. Hed blong yu hem i hot<br>olsem ston long umu.       | 'Your head is as hot as<br>a stone in an umu.'       |
| c. Sau hem i plandem big-<br>fala gaden olsem Ana.      | 'Sau planted as big a<br>garden as Ann.'             |
| 4 a. Kirakira hem i no big<br>olsem Honiara.            | 'Kirakira isn't as big<br>as Honiara.'               |
| b. Jo hem i no waka had<br>olsem Pita.                  | 'Joe doesn't work as<br>hard as Peter.'              |
| c. Mi no garem plande pikinin:<br>olsem brata blong mi. | 'I don't have as many<br>children as my<br>brother.' |

In the sentences in 1 and 2, olsem can be translated as 'like'. When olsem is preceded by an adjective, adverb, or adjective plus noun, the English equivalent is 'as ... as'.

		ADJ/ADV/VERB NOUN PHRASE	<u>olsem</u>	NOUN PHRASE
3 a.	Jon hem i	was strong	olsem	sak.
b.	Hed blong yu hem i	hot	olsem	ston long umu.
c.	Sau hem i	plandem bigfala gaden	olsem	Ana.

### 19.3 Comparisons with Winim

Now look at the difference in meaning between the sentences with olsem studied above and those with winim below.

- |  |  |
|--|--|
| 5 a. Mamula hem i big<br>winim katukatu. | 'A mamula is bigger<br>than a katukatu.' |
| b. Jonson hem i gogo fas<br>winim sigal. | 'A Johnson is faster<br>than a Seagull.' |
| c. Mi faendem staka sel<br>winim yufala. | 'I have found more<br>shells than you.'  |

## Comparing Things

Winim, when preceded by an adjective, adverb, or adjective plus noun, can be translated as 'more' or '-er'. It occurs in the same place in the sentence as olsem.

		ADJ/ADV/ NOUN PHRASE	<u>winim</u>	NOUN PHRASE
5 a.	Mamula hem i Jonson hem i Mi	big gogo fas faendem staka sel	winim winim winim	katukatu. sigal. yufala.

The negative versions of these sentences have the negative marker in the same position as other sentences without the winim phrase.

19.4 Superlatives

To express superlatives, winim evriwan is used, as in the following sentences:

- 6 a. Haos blong sif hem i  
big winim evriwan.  
b. Helen hem i kuk gud  
winim evriwan.

'The chief's house is  
the biggest.'  
'Helen is the best cook.'

19.5 Other Uses of Olsem

In addition to comparisons, olsem is used to mean 'as follows' or 'such as' followed by a list of specifics or examples.

7. Yu mas duim olsem.

'You must do this.'

8. Hem i save toktok long  
staka langwis; olsem  
Are'are, Arosi, Bugotu,  
Nendö.

'He can speak a lot of  
languages, such as  
Are'are, Arosi, Bugotu,  
Nendö.'



## Comparing Things

19.6 Oral ExercisesExercise 1: Double-Slot Substitution Drill

Naef blong mi hem i olsem naef blong yu.

- |             |             |              |
|-------------|-------------|--------------|
| 1. long kwi | 5. kanu     | 9. aks       |
| 2. sote     | 6. pigpig   | 10. dogi     |
| 3. hantaw   | 7. kokorako | 11. tingting |
| 4. haos     | 8. buk      | 12. gita     |

Exercise 2: Transformation Drill

Repeat Exercise 1 making the sentences negative.

EXAMPLE: Naef blong mi hem i no olsem naef blong yu.

Exercise 3: Integration Drill

Combine the following sentences using an adjective and olsem:

EXAMPLE: Teacher: Hevi blong mi wan handred fifti.  
Hevi blong yu wan handred fifti.  
Student: Mi hevi olsem yu.

1. Tol blong haos ia hem i fiftin fit. Tol blong tri ia hem i fiftin fit.
2. Long blong snek ia hem i wan fadem. Long blong sak ia hem i wan fadem.
3. Bulumakao blong Pita i bigfala. Bulumakao blong Jo i bigfala tu.
4. Fren blong mi hanggre. Fren blong yu hem i hanggre tu.
5. Sote blong Jon hem i doti. Sote blong mi hem i doti.
6. Fislaen blong Lamia hem i nambawan. Desfala fislaen hem i nambawan.
7. Sutlaet blong Maek hem i redfala. Jak hem i garem redfala i sutlaet.
8. Sif ia garem staka seleni. Bob i garem staka seleni.
9. Desfala rum hem i tudak. Nara rum hem i tudak.
10. Gloria hem i katkat. Waef blong Jon hem i katkat.
11. Yam hem i kaikai gud. Kumara hem i kaikai gud.
12. Pikinini ia hem i save kastom dans. Dadi blong hem i save kastom dans.



## Comparing Things

Exercise 4: Integration Drill

Combine the following sentences as you did in Exercise 3. but this time use an adjective and no olsem.

EXAMPLE: Teacher: Tol blong mi 5 fit 10 insis. Tol blong pikinini ia 4 fit stret.

Student: Pikinini ia hem i no tol olsem mi.

1. Mere ia hem i fat lelebet. Man ia hem i fat tumas.
2. Sigal hem i kostem \$200.00. Jonson hem i kostem \$500.00.
3. Hae blong tri ia i 150 fit. Hae blong hil ia hem i 300 fit.
4. Elen hem i hanggre lelebet nomoa. Sau hem i hanggre tumas.
5. Hevi blong kanu ia hem i 40. Hevi blong enjin hem i 20.
6. Kaliko blong man ia hem i red lelebet. Kaliko blong Mere ia i barava red.
7. Sote ia hem i no klin gud. Long kwi ia i barava klin gud.
8. Man ia hem i strong lelebet. Mere ia hem i strong fo gud.
9. Motoka ia hem i save ran long 100 mael long wan aoa. Famol i save ran long 30 mael nomoa long wan aoa.
10. Long blong snek ia i 5 fit. Long blong string ia i 3 fit nomoa.
11. Olketa pisin i plande lelebet nomoa. Olketa kokorako i staka fo narakaen nao.
12. Dadi blong hem i kasem 70 yia nao. Dadi blong mi hem i kasem 65 yia nomoa.

## Comparing Things

Exercise 5: Multiple-Slot Substitution Drill

Mamula blong mi hem i big winim mamula blong yu.

- |             |              |            |
|-------------|--------------|------------|
| 1. Haos     | 5. Mere      | 9. Hasban  |
| 2. olo      | 6. smol      | 10. ris    |
| 3. Pikinini | 7. Bulumakao | 11. Fren   |
| 4. tol      | 8. hevi      | 12. hadwak |

Exercise 6: Integration Drill

Go back to the sentences in Exercise 4 and combine these sentences using an adjective and winim.

EXAMPLE: Teacher: Tol blong mi 5 fit 10 insis.  
Tol blong mi pikinini ia 4 fit stret.

Student: Mi tol winim pikinini ia.

Exercise 7: Integration Drill

Repeat Exercise 4 again using no (mas) and an adjective plus winim.

EXAMPLE: Teacher: Tol blong mi 5 fit 10 insis.  
Tol blong pikinini ia 4 fit stret.

Student: Pikinini ia hem i no tol winim mi.

## Comparing Things

Exercise 8: Utterance/Response Drill

Listen to the following sentences and then make a sentence using winim evriwan.

EXAMPLE: Teacher: Ej blong Jo twenti faev yia. Ej blong Rut toti. Ej blong Stivin twenti nomoa.

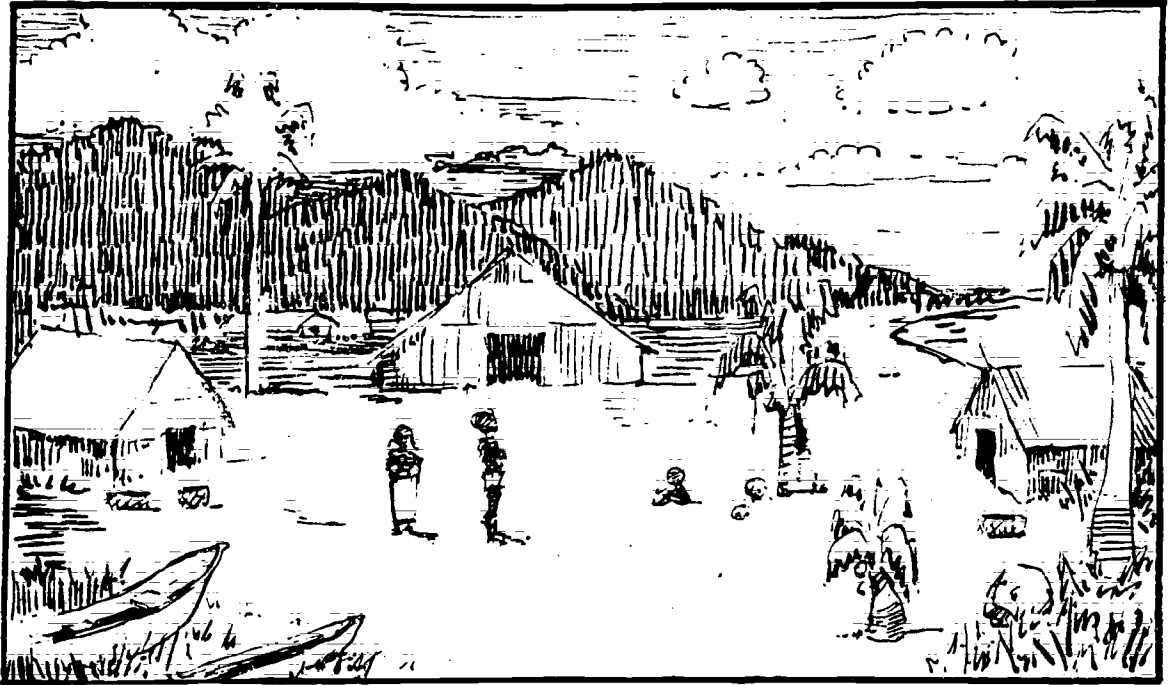
Student: Rut hem i olo winim evriwan.

1. Long blong Riva Amason hem i 3900 mael. Long blong Riva Nael hem i 3485 mael. Riva Ganjes hem i 1550 mael nomoa.
2. Praes blong fis hem i 50¢ long wan paon. Praes blong pigpig hem i \$1.20 long wan paon. Bulumakao hem i 90¢ long wan paon.
3. Hevi blong Jo hem i 140. Hevi blong Sau i 120. Hevi blong Gloria hem i 180.
4. Hae blong kastom haos hem i 6 fadem. Hae blong ofis ia hem i 10 fadem. Hae blong sios haos ia hem i 8 fadem.
5. Jope hem i garem \$200.00. Susana hem i garem \$500.00. Kupe hem i garem \$700.00.
6. Robet hem i ran wan mael long 10 minit. Fransis hem i ran wan mael long 6½ minit. Sam hem i ran wan mael long 4 minit.
7. Makira garem 13,000 pipol. Galekana garem 31,000 pipol. Malaita garem 60,000 pipol.
8. Haos blong Maek hem i garem tufala bedrum. Haos blong Pita hem i garem tufala bedrum. Haos blong sif hem i garem faevfala bedrum.
9. Pa hem i stat waka long siks klok. Ma hem i stat waka long seven klok. Da hem i stat waka long eit klok.

## Comparing Things

Exercise 9: Picture Pattern Practice

Make sentences based on the picture, using (no) (ADJECTIVE) olsem or (no) (ADJECTIVE) winim.

Exercise 10: Spontaneous Pattern Practice

Tell about the following topic from your own experience using olsem or winim.

1. olketa brata an sista blong yu
2. waka yu duim
3. singsing yu laekem
4. muvi yu wande lulukim
5. buk yu laek fo ridim
6. olketa stoa long kandere blong yu
7. olketa haos long kandere blong yu
8. kaikai long ples blong yu
9. pipol long kandere blong yu
10. hotel an boten long ples blong yu
11. praes blong olketa kaikai blong ples blong yu
12. kaliko olketa pipol save wearem long kandere blong yu

## Comparing Things

19.7 Written ExercisesExercise 1: Sentence Formation Exercise

Make sentences with the following words:

1. naef / sap / winim  
\_\_\_\_\_
2. man ia / waka / olsem  
\_\_\_\_\_
3. tri ia / hae / winim  
\_\_\_\_\_
4. wata / kol / olsem / aesboks  
\_\_\_\_\_
5. gele ia / katkat / winim / mami / hem  
\_\_\_\_\_
6. Jo / hevi / olsem / Pita  
\_\_\_\_\_
7. Riva Nael / long / winim / Riva Amazon  
\_\_\_\_\_
8. Fren / mi / olo / olsem / yu  
\_\_\_\_\_
9. Bulumakao ia / big / winim / hos  
\_\_\_\_\_
10. Sote / Jak / doti / olsem / long kwi / hem  
\_\_\_\_\_
11. Flaoa / red / winim / kaliko  
\_\_\_\_\_
12. Hasban / Gloria / tol / winim / hasban / Sao  
\_\_\_\_\_

## Comparing Things

Exercise 2: Utterance/Response Exercise

Write out one sentence for each of the topics in Oral Exercise 10.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

## MORE ABOUT VERBS: MODIFYING ACTIONS

### Lesson Twenty

#### 20.1 Jes and Kolsap

Compare the sentences in 1 with those in 2 and 3.

- |  |   |
|--|---|
| <p>1 a. Alfred hem i bin wakem<br/>      haos ia.</p> <p>b. Gres hem i bin go long taon.</p>                 | <p>'Alfred built a house.'</p> <p>'Grace went to town.'</p>                                 |
| <p>2 a. Alfred hem i jes wakem<br/>      haos ia.</p> <p>b. Gres hem i jes go long<br/>      taon.</p>       | <p>'Alfred has just built<br/>the house.'</p> <p>'Grace has just gone to<br/>town.'</p>     |
| <p>3 a. Alfred hem i kolsap wakem<br/>      haos ia.</p> <p>b. Gres hem i kolsap go long<br/>      taon.</p> | <p>'Alfred is about to<br/>build the house.'</p> <p>'Grace is about to go to<br/>town.'</p> |

Notice two things about the above sentences. First, jes and kolsap, like bin tell about when the action takes place. Jes is used when an action has taken place in the recent past or immediately preceding a specific point in time. Kolsap is used when an action is about to take place in the immediate future or in relation to a specific point in time.

Second, notice that jes, like bin and kolsap, when modifying verb phrases occurs between the predicate marker and the verb.

	PM		jes/kolsap		VERB	
2 a.	Alfred	hem	i	jes	wekem	haos ia.
3 b.	Gres	hem	i	kolsap	go	long taon.



More About Verbs:  
Modifying Actions

20.2 Yet

Now study the use of yet in the following sentences.

- 4 a. Man ia hem i no waka                      'The man isn't finished.  
      finis yet.                                      working yet.'  
      b. Sif blong ples ia hem i                'The chief of this vil-  
          laev yet.                                      lage is still alive.'

Yet is used to indicate that a state of affairs is still in effect or an action is still taking place at the present time or at a given point in time. Yet occurs at the end of the verb phrase, at the end of the sentence, or between the negative marker and the verb.

		VERB PHRASE	<u>yet</u>
4 a.	Man ia hem i	no waka finis	yet.
b.	Sif blong ples ia hem i	laev	yet.

20.3 Moa

Look at how moa is used in these sentences.

- 5 a. Saena hem i openem moa                      'The Chinese man will  
      stoa blong hem.                                open the store again.'  
      b. Saena hem i openem stoa                'The Chinese man will  
          blong hem moa.                                open the store again.'

Moa is used to indicate that an action takes place or a state is in effect again. In other words it indicates that an action or state is repeated. It can occur after the verb or at the end of the sentence.



More About Verbs:  
Modifying Actions

### 20.4 Time/Frequency Adverbials

The sentences below contain time and frequency modifiers. Compare them to the other modifiers studied in this lesson.

- |  |   |
|--|---|
| 6 a. Patrick hem i wantaem go<br>fising.                       | 'Patrick went fishing<br>once.'                               |
| b. Gres hem i wakem gaden<br>oltaem weitim bigfala<br>stik ia. | 'Grace always works in<br>the garden with this<br>big stick.' |
| c. Hem i kukim fis long faea<br>stretewe.                      | 'He/she cooked the fish<br>on the fire right away.'           |

There is a group of words in Pijin which tell when or how often an action takes place. These words can occur in a sentence either between the predicate marker and the verb (as in 6a), after the verb phrase (as in 6b.), or at the end of the sentence (as in 6c.). Words of this kind include:

destaem	'now'
enitaem	'anytime'
evritaem	'always'
fastaem	'first, already, immediately'
kwiktaem	'quickly, soon'
olowe	'always, all the time'
oltaem	'always, all the time'
stretewe	'immediately, at once'
wantaem	'one time, once'

More About Verbs:  
Modifying Actions

### 20.5 Oral Exercises

#### Exercise 1: Double-Slot Substitution Drill

Pita hem i kolsap kilim pigpig ia:

- |                       |                           |
|-----------------------|---------------------------|
| 1. maritim gele ia    | 7. kwiktaem               |
| 2. jes                | 8. kliarem olketa rabis   |
| 3. brekem aks         | 9. olowe                  |
| 4. sapenem naef       | 10. fidim olketa kokorako |
| 5. kolsap             | 11. go long kastom haos   |
| 6. raosem pikinini ia | 12. kolsap                |

#### Exercise 2: Double-Slot Substitution Drill

Hejen hem i go long sios olowe.

- |                   |                           |
|-------------------|---------------------------|
| 1. moa            | 7. helpem mami blong hem  |
| 2. waka long ofis | 8. wasem kaliko long riva |
| 3. kwiktaem       | 9. wantaem                |
| 4. klosem doa     | 10. sik bigfala           |
| 5. kasolem kasusu | 11. babule                |
| 6. evritaem       | 12. moa                   |

#### Exercise 3: Expansion Drill

Add the word following the sentence to the sentence the teacher gives you:

EXAMPLE: Teacher: Man ia hem i no waka finis.  
(pause) (yet)

Student: Man ia hem i no waka finis yet.

1. Man ia hem i no waka finis. (yet)
2. Stoa hem i open nao. (kolsap)
3. Hare hem i baem motoka. (jes)
4. Olketa i bonem rabis. (kwiktaem)
5. Olo man ia i sik. (olowe)
6. Hem i raetem leta. (moa)
7. Pikinini hem i gareb bakua. (wantaem)
8. Elen hem i wokabaot long skul. (oltaem)
9. Tufala brata ia tufala i faet. (kolsap)
10. Dadi blong mi hem i no kasem eiti yia. (yet)
11. Bos blong hem i kam long ofis. (no yet)
12. Dogi blong patere ia hem i krae. (evritaem)

More About Verbs:  
Modifying Actions

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Exercise 4: Question/Answer Drill

1. Wanem nao yu jes kaikaim bifo a yu kam long mone?
2. Waswe yu klinim titi blong yu evritaem?
3. Wataem nao baebae yu kam long skul moa?
4. Wanem nao yu i duim olowe long Sarere an Sande?
5. Taem yu i jes kam long Solomon wea nao yu i stap?
6. Ofis blong Pis Kop i stap kolsap long wea?
7. Waswe hem i gud fo lukim dokta kwiktaem taem yu i sik?
8. Watkaen frut long Solomon yu i no yet testem?
9. Yu kasem Betika skul finis o nomoa yet?
10. Yu kaikaim fis evritaem o nomoa?
11. Olketa fren blong yu olketa i toktok weitim yu long Pijin olowe o nomoa?
12. Waswe tisa blong yu hem i raosem yu wantaem o nomoa yet?

Exercise 5: Question/Answer Drill

Ask either your teacher or a fellow student questions about themselves using the following words:

- |             |              |
|-------------|--------------|
| 1. kolsap   | 6. no yet    |
| 2. evritaem | 7. wantaem   |
| 3. jes      | 8. moa       |
| 4. oltaem   | 9. olowe     |
| 5. y        | 10. kwiktaem |

More About Verbs:  
Modifying Actions

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20.6 Written Exercises

Exercise 1: Sentence Formation Exercise

Make sentences using the following words. You will have to use more words than just those given here.

1. olketa, no, korongisim, yet  
\_\_\_\_\_
2. ofis, stap, kolsap  
\_\_\_\_\_
3. jes, peim, sote  
\_\_\_\_\_
4. pikinini, skul, olowe  
\_\_\_\_\_
5. babule, mere, moa  
\_\_\_\_\_
6. fren, mi, fising, c nem  
\_\_\_\_\_
7. olketa, kwiktaem, mas  
\_\_\_\_\_
8. bakua, wantaem, gareu  
\_\_\_\_\_
9. Gres, marit, yet  
\_\_\_\_\_
10. melewan naet, krae, evritaem  
\_\_\_\_\_
11. bos, openem, moa  
\_\_\_\_\_
12. moreem, umu, jes  
\_\_\_\_\_

More About Verbs:  
Modifying Actions

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Exercise 2: Translation Exercise

1. Billy has just won the race.  
\_\_\_\_\_
2. Ellen helps her mother all the time.  
\_\_\_\_\_
3. My children always go to church on Sundays.  
\_\_\_\_\_
4. They have not yet completed building the house.  
\_\_\_\_\_
5. My wife has started work again.  
\_\_\_\_\_
6. Once he had broken his left leg in a game of soccer.  
\_\_\_\_\_
7. My mother comes home quickly after work.  
\_\_\_\_\_
8. Has the boy gone to the beach yet?  
\_\_\_\_\_
9. She speaks Fijian everyday.  
\_\_\_\_\_
10. His teacher has almost finished writing the letter.  
\_\_\_\_\_

## RELATIVE CLAUSES

### Lesson Twenty-One

#### 21.1. Subject Focus

Compare the following sentences and their translations.

- |  |   |
|--|---|
| 1. Mi lukim wanfala man.<br>Man hem i garem wanfala<br>leg nomoa.  | 'I saw a man.'<br>'The man had only one<br>leg.'                |
| 2. Mi stori weitim olketa man.<br>Olketa man i wakem haos.   | 'I talked with the men.'<br>'The men were building<br>a house.' |
| 3 a. Mi lukim wanfala man hem i<br>garem wanfala leg nomoa.<br>b. Mi lukim wanfala man i garem<br>wanfala leg nomoa.<br>c. Mi lukim wanfala man hu hem i<br>garem wanfala leg nomoa.<br>d. Mi lukim wanfala man hu i garem<br>wanfala leg nomoa. | 'I saw a man who had<br>only one leg.'                          |
| 4 a. Mi stori weitim olketa man<br>olketa i wakem haos.<br>b. Mi stori weitim olketa man i<br>wakem haos.<br>c. Mi stori weitim olketa man i<br>wakem haos.<br>d. Mi stori weitim olketa man<br>hu i wakem haos.                                 |   |
|  |   |
|  |   |

In the examples above, the sentences in 1 and 2 are simple sentences. The sentences in 3 and 4 contain relative clauses. Notice that when the subject noun phrase of the relative clause is the focus of the relative clause, several possibilities exist for joining the two sentences:

## Relative Clauses

- a) the subject pronoun (i.e., hem, piketa) of the relative clause may be retained, as in 3a and 4a;
- b) the subject pronoun may be omitted, as in 3b and 4b;
- c) the relative pronoun (i.e., hu, wea) may mark the beginning of the relative clause and the subject personal pronoun may be retained, as in 3c and 4c;
- d) the relative pronoun may be used without the personal pronoun, as in 3d and 4d.

Notice too that the relative pronoun wea may be used with either persons or things; but hu may be used only with human nouns.

21.2 Object/Instrument/Comitative Focus

Now notice how the following sentences are similar to and different from those studied in the previous section.

- |  |   |
|--|---|
| 5. Mi lukim man<br>Yu hitim man ia.  | 'I saw the man.'<br>'You hit the man.'                          |
| 6. Enjin hem i stap long<br>stoa.<br>Yu baem enjin.  | 'The engine is in the<br>store.'<br>'You bought the engine.'    |
| 7. Mi digdig weitim sped.<br>Mi kanduit faendem sped.  | 'I was digging with the<br>spade.'<br>'I can't find the spade.' |
| 8. Mi waka weitim man ia.<br>Mi go lukim man ia.   | 'I work with the man.'<br>'I went to see the man.'              |
| 9 a. Mi lukim man yu hitim hem.<br>b. Mi lukim man yu hitim.<br>c. Mi lukim man hu yu hitim hem.<br>d. Mi lukim man hu yu hitim.   | 'I saw the man you hit.'  |
| 10 a. Enjin yu baem hem hem i<br>stap long stoa.<br>b. Enjin yu baem hem i stap<br>long stoa.*<br>c. Enjin wea yu baem hem hem<br>i stap long stoa.<br>d. Enjin wea yu baem hem i stap<br>long stoa. |   |
|  | 'The engine you bought<br>is in the store.'                     |

## Relative Clauses

- 11 a. Mi kanduit faendem sped mi  
digdig weitim hem.  
b. Mi kanduit faendem sped mi  
digdig weitim.  
c. Mi kanduit faendem sped wea  
mi digdig weitim.  
d. Mi kanduit faendem sped wea' mi  
digdig weitim hem.

'I can't find the spade  
I was digging with.'

- 12 a. Mi go lukim man mi waka  
weitim hem.  
b. Mi go lukim man mi waka  
weitim.  
c. Mi go lukim man wea mi  
waka weitim hem.  
d. Mi go lukim man wea mi  
waka weitim.

'I went to see the man  
I work with.'

NOTE: \*The hem in the sentences is a part of the double subject construction (see Lesson 2.1.2). These sentences would also be grammatical without the hem.

Notice that object focus clauses can be relativized in the same four ways as subject focus clauses can, that is, with or without a personal pronoun and with or without a relative pronoun.

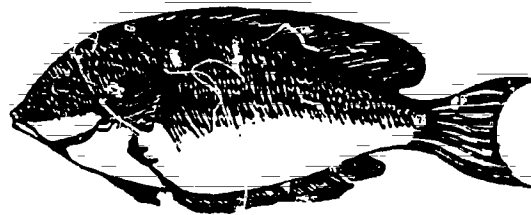


21.3 Dative/Benefactive/Genitive Focus

The following sets of sentences are slightly different from those above. Can you tell how?

- |       |  |  |
|-------|--|--|
| 13.   | Man ia hem i stap long stoa.<br>Mi givim seleni long man ia. | 'The man is in the store.'<br>'I gave money to the man.'   |
| 14.   | Tisa ia hem i sik.<br>Mi tis fo tisa ia.                     | 'The teacher is sick.'<br>'I taught for the teacher.'      |
| 15.   | Tisa ia hem i sik.<br>Mi tisim klas blong tisa ia.           | 'The teacher is sick.'<br>'I taught that teacher's class.' |
| 16 a. | Man mi givim seleni long hem<br>hem i stap long stoa.        | } 'The man I gave the money<br>to is in the store.'        |
| b.    | Man wea mi givim seleni long<br>hem hem i stap long stoa.'   |  |
| 17 a. | Tisa mi tis fo hem hem i sik.                                | } 'The teacher I taught for<br>is sick.'                   |
| b.    | Tisa wea mi tis fo hem hem i<br>sik.                         |  |
| 18 a. | Tisa mi tisim klas blong hem<br>hem hem i sik.               | } 'The teacher whose class<br>I taught is sick.'           |
| b.    | Tisa hu mi tisim klas blong<br>hem hem i sik.                |  |

As with the other relative clauses studied thus far, the relative pronoun hu or wea is optional in dative, benefactive and genitive focus relative clauses. The dative, benefactive or genitive pronoun (i.e., hem), however, is repeated in the relative clause.



## Relative Clauses

## 21.4 Oral Exercises

Exercise 1: Integration Drill

Combine the two sentences, using relative clauses.

EXAMPLE: Teacher: Mi lukim man. Man ia hitim yu.  
Student: Mi lukim man hem i hitim yu.

1. Desfala boe hem i baem enjin. Boe ia stap long stoa.
2. Wanfala olo man garem bakua. Man ia i wearem kabilato.
3. Mi wande maritim mere ia. Mere ia i garem staka seleni.
4. Alan laek fo haerem motoka. Motoka ia i redfala.
5. Olketa i lukim sip. Sip ia i kapsaet long solwata.
6. Mak i faenoe wanfala pusikat. Pusikat ia i wae an.
7. Papa singact go long pikinini. Pikinini ia i krangge.
8. Fren blong mi katem tri. Tri ia i stap long mamana haos.
9. Sif blong olketa i dae. Sif ia i olo tumas.
10. Pate ie ia i slip long rum. Rum garem staka rat.
11. Dokta hem i givim meresin long gele. Gele ia i waka long stoa.
12. Jope hem i faetem refri. Refri ia i raverave.

Exercise 2: Integration Drill

Combine the two sentences as you did in Exercise 1, using relative clauses.

EXAMPLE: Teacher: Enjin hem i stap long stoa.  
Enjin ia mi baem.

Student: Enjin mi baem hem i stap long stoa.

1. Popo ia hem i barava raep fo gud. Yu tekem kam popo
2. Kokonat ia hem i garem staka frut. Maek hem i klaem ap kokonat.
3. Haos ia hem i olo tumas. Bili nao hem i wakem haos.
4. Bulumakao ia hem i dae. Man ia nao hem i kilim bulumakao.
5. Trake ia hem i bagarap. Trake ia mi draevem go long dren.
6. Olketa fis ia i stap long aseboks. Olketa fis ia boe nao kilim.
7. Hanwas i hang long wol. Hanwas ia mi peim astade.
8. Kokonat sela hem i stap long sospan. Sela ia Jc hem i mekem.
9. Gele ia hem i waka long ofis. Gele ia mi daadae long hem.
10. Samfala tisa olketa i ranem bishis. Olketa tisa ia hedmasta no laekem.
11. Redfala kanu ia i karem sika pipol. Kanu ia boe blong mi nao onem.
12. Bia hem i long glas ia. Bia ia mi nao kapsaetem go.

## Relative Clauses

Exercise 3: Integration Drill

Combine the two sentences as you did in the previous two exercises, using relative clauses:

EXAMPLE: Teacher: Man ia hem i stap long stoa.  
Mi givim mani long man ia.

Student: Man ia vea mi givim mani long hem  
hem i stap long stoa.

1. Mi sendem leta go long gizo. Tisa ia hem i waka long Gizo.
2. Olo mere ia hem i no save wokabaot. Ben i waken haos fo olo mere ia.
3. Fren blong mi lusim aks. Aks ia mi katem faewud weitim.
4. Man ia hem i kaikai long boten. Susana hem i waka weitim man ia long ofis.
5. Olketa i stap long sios. Jak i klinim haos blong olketa.
6. Pikinini ia hem i brekem stik. Stik ia Maek hem i plandem taro weitim.
7. Patere ia hem i slip. Sau hem i kukim kaikai fo patere ia.
8. Naef hem i barava sap. Naef ia mi waka long hem las astade.
9. Faea hem i bonem ples. Mi go long ples ia.
10. Sali hem i givim pigpig long man ia. Man ia hem i sif.
11. Boe ia hem i skul long Betikama. Boe ia mi plei weitim.
12. Jon hem i lukim olketa gaden. Ren hem i spoelem olketa gaden.

## Relative Clauses

Exercise 4: Question/Answer Drill

For the following questions using relative clauses:

1. Watkaen plei nao yu laek fo duim?  
Wanem nao yu wande sendem long fren blong yu long  
Christmas?
2. Watkaen ples yu laek fo go visitim long neks yia?
3. Wanem yu wande kaikaim bifo yu rere fo ran long wanfala  
resis?
4. Watkaen samting yu laek fo waka weitim taem yu brasem  
gaden blong yu?
5. Wanem nao yu save tok abaotem taem yu stori long oiketa  
fren blong yu?
6. Watkaen singsing nao yu laek fo herem?
7. Wanem nao tingting blong yu long Pijin, hem i gud langwis  
o nomoa?
8. Watkaen haos yu laek fo stap long hem?
9. Wanem yu save lusim plande seleni long hem?
10. Watkaen kaliko yu laek fo wear on taem yu go long wanfala  
pati?
11. Wanem nao yu wandem tisa blong yu fo duim sapos hem i  
talem samting yu no herem gudfala?

## Relative Clauses

21.5 Written ExercisesExercise 1: Translation Exercise

1. My father saw a woman who had only one arm.
2. Yesterday they went to see the spot where the bomb was dropped.
3. The man who took my axe the day before yesterday was sixty years old.
4. The workman couldn't find the spade he had been working with before.
5. The girl who used to work for Kaimanui was murdered this morning.
6. Gloria sent a letter to her friends in America.
7. The boy whose mother has been living with us went to Fiji.
8. The man whose house I looked after when he was on vacation worked in that office.
9. Three days ago the bridge which was built over the river was destroyed by the floods.
10. The priest whom I gave the traditional shell money to thanked me.
11. The company for which they have been working was an American company.
12. The tools with which the workmen dug the drain were sold yesterday.

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Exercise 2: Integration Drill

Write out the answers for Oral Exercise 3:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

## EMBEDDED STATEMENTS AND QUESTIONS

### Lesson Twenty-Two

#### 22.1 Embedded Statements

Observe how the sentences 1 and 2 are combined in 3.

- |  |  |
|--|--|
| 1. Mi talem samting long hem.                      | 'I told him something.'                    |
| 2. Bili hem i stap long Kukum.                     | 'Billy lives in Kukum.'                    |
| 3. Mi talem hem dat Bili hem i<br>stap long Kukum. | 'I told him that Billy<br>lives in Kukum.' |

Some verbs in Pijin can take dat\* + SENTENCE as an object instead of a simple noun phrase.

NOTE: \*There are many areas in the Solomons where dat is not used. Speakers who don't use dat will say the two clauses with an intonation that suggests that they are two independent sentences, or use a word borrowed from a local language.

#### 22.2 Embedded Questions

Next, compare the following three sentences with each other and with sentences 1, 2, and 3

- |  |  |
|--|--|
| 4. Hem i askem samting.                      | 'He asked something.'                          |
| 5. Wataem nao bae yumi go<br>fising?         | 'When are we going to<br>go fishing?'          |
| 6. Hem i askem wataem bae yumi<br>go fising. | 'He asked when we are<br>going to go fishing.' |

Some verbs in Pijin can take a question as their object instead of a simple noun phrase. The result is an indirect question.



## Embedded Statements and Questions

22.3 Alternative-Type Questions -- 'If/Whether'

Now notice how an embedded alternative-type question in Pijin is translated into English:

- |   |  |
|---|--|
| 7. Yu mas bonem hea blong<br>pigpig o nomoa, olketa<br>i no talem mi. | 'They didn't tell me whether<br>you have to singe the<br>pig's hair or not.' |
|---|--|

Some verbs can take an embedded alternative-type question as their objects. In sentences of this kind, the question often occurs at the beginning of the sentence. They are translated into English with 'if' or 'whether'.

Verbs which take the types of constructions described in this lesson include:

ansarem	'answer'
askem	'ask'
herem	'hear'
heremsave	'perceive, recognize'
lanem	'learn'
lukim	'see'
luksave	'recognize, know by sight'
minim	'understand'
save	'know, understand'
soem	'show'
talem	'tell'



# Embedded Statements and Questions

## 22.4 Oral Exercises

### Exercise 1: Single-Slot Substitution Drill

Mi save wanem yu talem.

- |               |            |
|---------------|------------|
| 1. aokem hem  | 7. raetem  |
| 2. fogetem    | 8. lukim   |
| 3. herem      | 9. tingim  |
| 4. save finis | 10. faloem |
| 5. lanem      | 11. sensem |
| 6. ridim      | 12. laekem |

### Exercise 2: Double-Slot Substitution Drill

Mi save wanem yu talem.

- |                         |                             |
|-------------------------|-----------------------------|
| 1. askem hem            | 7. lanem                    |
| 2. hu nao i stap longwe | 8. hao fo tek kea long e in |
| 3. talem hem            | 9. soem hem                 |
| 4. nem blong boten ia   | 10. wei fo yusim puli       |
| 5. save finis           | 11. luksave                 |
| 6. langwis blong olketa | 12. taem fo go fising       |

### Exercise 3: Utterance/Response Drill

Respond to the questions using no save.

EXAMPLE: Teacher: Wanem nao hem i baem?  
Student: Mi no save wanem hem i baem.

1. Wataem nao hem i go?
2. Wanem nao praes blong wan paon gol long maket?
3. Haomas pipol stap long Niu Gini destaem?
4. Wanem nao Honiara i minim?
5. Haomas mael nao laet hem i save gogo long wan minit?
6. Watkaen samting hem i mekem san i hot tumas?
7. Wanem nao mekem lif blong olketa tri i grin?
8. Watkaen kandere hem ris winim evriwan?
9. Hu nao nem blong mektri King blong Hawaii?
10. Wanem nao namba blong pigpig i stap long Solomon?
11. Haomas nao wesis blong Praem Minista long wan mans?
12. Wanem nao mekem win?

## Embedded Statements and Questions

Exercise 4: Integration Drill

Combine the following sentences:

EXAMPLE: Teacher: Hu nao i stap longwe? Mi askem hem.  
Student: Mi askem hem hu hem i stap longwe.

1. Wanem nao Gloria hem i herem? Sau hem i askem Gloria.
2. Watkaen samting pikinini ia i lukim. Jo askem Pita.
3. Hu nao talem hem desfala stori? Maek no save.
4. Fred hem i save finis long singsing ia. Mi heremsave.
5. Hu nao brekem lo blong gavman? Hem i askem mi.
6. Mi lanem Pijin longtaem nao. Rut ansarem tisa.
7. Samting ia hem i nogud fo kaikaim. Jak hem i luksave.
8. Deswan nao piksa blong hem. Mere ia hem i soem long pulisman.
9. Olketa mas no kam hom tude. Susana talem hasban blong hem.
10. Kokorako ia hem i stap antap tri. Kupe hem i talem mi.
11. Deskaen mi save duim. Jon ansarem bos blong hem.
12. Deswan i voes blong dadi blong mi. Helen hem i heremsave.

Exercise 5: Question/Answer Drill

1. Yu heremsave wanem tisa hem i talem o nomoa?
2. Waswe, yu lukim kandora finis o nomoa yet?
3. Yu luksave long kokonat hem i gud fo dringim?
4. Waswe, yu save ridim Pijin o nomoa?
5. Wanem nao yu lanem long klas astade?
6. Watkaen nius yu herem long redio las naet?

## Embedded Statements and Questions

22.5 Written ExercisesExercise 1: Translation Exercise

Translate the following sentences into Pijin.

1. The boss didn't tell me whether you'd finished planting or not.  
\_\_\_\_\_
2. They don't know whether Joe has married Jinny or Caroline.  
\_\_\_\_\_
3. Ask your father if the pig is finished.  
\_\_\_\_\_
4. I didn't ask them if they smoke.  
\_\_\_\_\_
5. Do you know if they were able to meet?  
\_\_\_\_\_
6. Do you know if there is fresh water in the village?  
\_\_\_\_\_
7. They asked the teacher whether school was finished.  
\_\_\_\_\_
8. We don't know how old the children are.  
\_\_\_\_\_
9. She didn't hear whether they said 'yes' or 'no'.  
\_\_\_\_\_
10. She didn't hear whether they were speaking Are'are or Arosi.  
\_\_\_\_\_

## Embedded Statements and Questions

Exercise 2: Fill in the Blank

Fill in the blanks using wanem, hu, wataem, etc.

1. Mi no save \_\_\_\_\_ nao hem i go long taon.
2. Yu save herem \_\_\_\_\_ hem i talem?
3. Jo hem i askem mi \_\_\_\_\_ yia nao mi stap long Solomon.
4. Yu save \_\_\_\_\_ kokonat nao hem i gud fo kaikaim?
5. Astade mifala lanem \_\_\_\_\_ nao yu save haskem kokonat.
6. Rut hem i no save \_\_\_\_\_ fis nao deswan.
7. Samfala pikinini no heremsave \_\_\_\_\_ tisa hem i talem.
8. Jon hem i askem mi \_\_\_\_\_ nao brekem glas ia.
9. \_\_\_\_\_ nao yu duim, Robet hem i askem.
10. \_\_\_\_\_ lif nao gud fo wakem lif haos, yu save o nomoa?

## TIME CLAUSES

### Lesson Twenty-Three

#### 23.1 Taem Phrases to Introduce Time Clauses

Notice the similarities and differences between the following two sequences of sentences.

- |  |  |
|--|--|
| 1. Mere hem i rereem kaikai an<br>pikinini hem i slip.         | 'The mother prepared<br>the food and the<br>child slept.'      |
| 2. Long taem mere hem i rereem<br>kaikai, pikinini hem i slip. | 'While the mother pre-<br>pared the food, the<br>child slept.' |

Sentence 1 is a compound sentence -- two simple sentences joined by an. Sentence 2 contains a time clause introduced by long taem which tells when one action occurs in relation to the other (in this case, at the same time). The long in sentence 2 is optional.

In Pijin, there are many phrases with taem used to introduce time clauses. Their position in the sentence is the same as that of long taem in sentence 2 above, i.e., usually at the beginning of the sentence. Some of these phrases are:

Stret long taem	'as soon as, just when'
Bihaen ((long) taem)*	'after'
Bifoa ((long) taem)*	'before'
(Long) enitaem	'whenever, at whatever time'
(Long) evritaem	'whenever, every time'
(Long) olketa taem	'whenever, every time'
Oltaem	'all the time, always'
(Long) taem	'when, while'

\* See footnote on next page.

Now compare the use of bihaen in sentence 4 with the use of finis in sentence 3.

3. Astade mifala i go fising  
long sanbis. Finis, mifala  
tekem fis go long hom.

'Yesterday we went  
fishing at the beach.  
Then we took the  
fish home.'

4. Astade mifala i go fising long  
sanbis. Bihaen, mifala tekem  
fis go long hom.

'Yesterday we went  
fishing at the beach.  
Afterwards, we took  
the fish home.'

It was said in Lesson 11 that finis in sentences like 3 above can be thought of as a shortened form of:

Mifala i go fising long sanbis finis, ...

The same can be claimed of bihaen in sentence 4. It means:

Bihaen mifala go fising long sanbis, ...

and is translated as 'afterwards'.

NOTE: \*The use of parentheses here means that elements within them are optional. The double parentheses should be read as follows:

Long is optional in the phrase Bihaen long taem, yielding bihaen taem. Taem is optional in the phrase bihaen taem, yielding bihaen.

The following sequence would not be grammatical: \*Bihaen long mifala go fising...

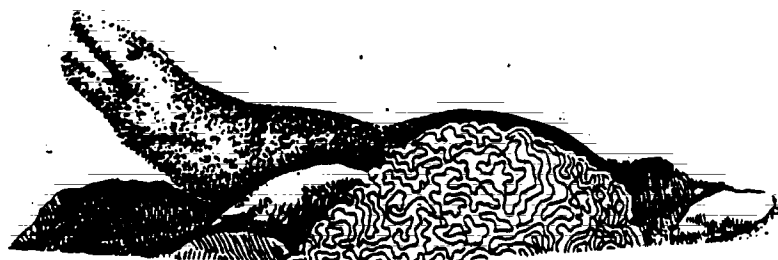
## Time Clauses

23.2 Go Go Kasem -- 'Until'

Look at the use of go go kasem in the following sentences:

- |    |  |   |
|----|--|---|
| 5. | Bae yu stap long hia go go<br>kasem taem dadi blong yu<br>i kam. | 'You will stay here<br>until your father<br>comes.'         |
| 6. | Bae mi stap long Solomon go<br>go kasem namba ten long Mei.      | 'I'll stay in the Solo-<br>mons until the tenth<br>of May.' |
| 7. | Rod ia hem i go go kasem<br>Lambi Bei.                           | 'The road extends as<br>far as Lambi Bay.'                  |

Go go kasem is used to convey the idea of 'until', 'up to', or 'as far as'. It can be followed by a time clause, as in 5, by a time phrase, as in 6, or even a location phrase, as in 7. These phrases and clauses usually occur at the end of the sentence.





## 23.2 Oral Exercises

Exercise 1: Single-Slot Substitution Drill

Long taem mere ia hem i kukim sùpsup; pikinini hem i slip.

- |                     |                     |
|---------------------|---------------------|
| 1. bihaen long taem | 7. bifoal long taem |
| 2. long enitaem     | 8. enitaem          |
| 3. oltaem           | 9. long evritaem    |
| 4. bifoal taem      | 10. bifoal          |
| 5. stret long taem  | 11. bihaen          |
| 6. bihaen taem      | 12. taem            |

Exercise 2: Single-Slot Substitution Drill

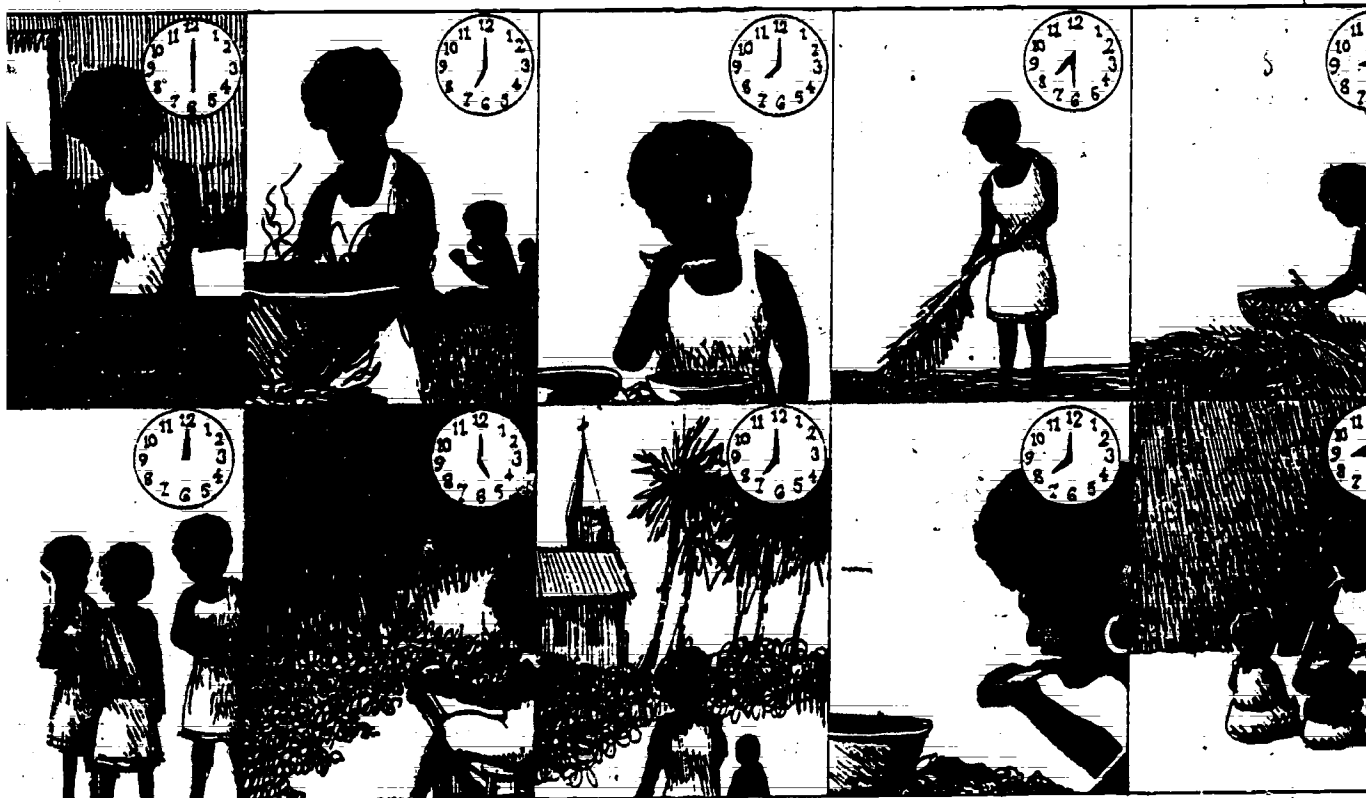
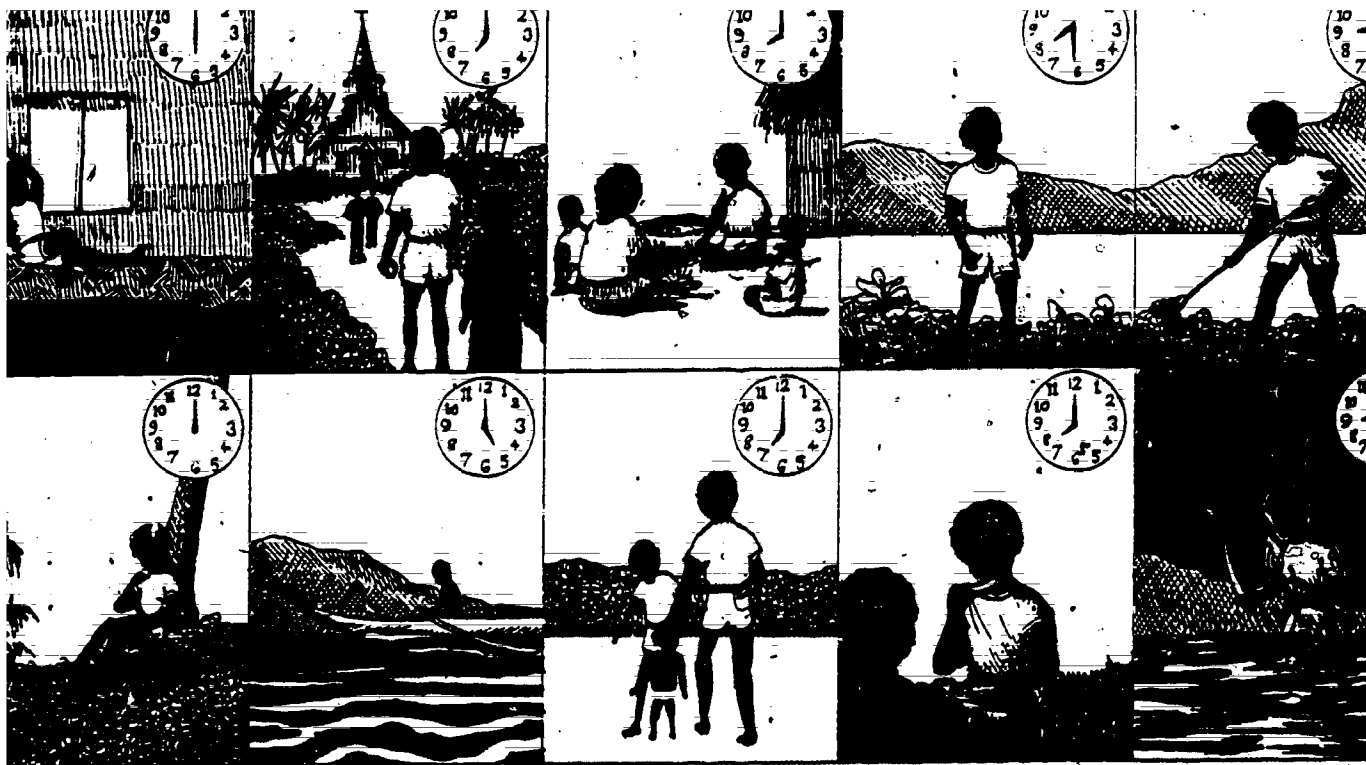
Olketa i no kam baek go go kasem Wenesde.

- |                       |                      |
|-----------------------|----------------------|
| 1. neks tumora        | 7. tudak             |
| 2. mone               | 8. Tiusde            |
| 3. Tosde              | 9. namba tu-long Jun |
| 4. namba wan long Mas | 10. sapa             |
| 5. las astade         | 11. melewan dei      |
| 6. Sarere             | 12. Fraede           |

Exercise 3: Double-Slot Substitution Drill

Mi stori weitim fren go go kasem taem olketa i stat waka.

1. Mi lukaotem bus naef
2. olketa i korongisim kaikai
3. Mi raetem leta
4. Mi plei futbol
5. Olketa i kaikai finis
6. olketa i klinim haos blong tisa
7. Mi brumim kisin
8. olketa i krasem kokonat finis
9. Mi lukaotem pikinini
10. olketa i wasem kanu kam
11. olketa i wakem gaden finis
12. Mi go fising



## Time Clauses

Exercise 4: Chart Pattern Practice

Make sentences about the pictures in the chart using bifoa (long) taem.

EXAMPLE: Bifoa taem Bili hem i kaikai, hem i go long sios.

Exercise 5: Chart Pattern Practice

Make sentences about the pictures in the chart using bihaen (long) taem.

EXAMPLE: Bihaen long taem Bili go long sios, hem i kaikai weitim famili blong hem.

Exercise 6: Chart Pattern Practice

Make sentences about the pictures in the chart using go go kasem.

EXAMPLE: Bili hem i go long sios go go kasem taem hem i kaikai weitim famili blong hem.

Exercise 8: Integration Drill

Combine the sentences using (long) taem, bihaen (long) taem, bifoa (long) taem, long enitaem, long evritaem, or oltaem.

EXAMPLE: Teacher: Fastaem mi wasem kaliko. Bihaen mi aeanem olketa.

Student: Bihaen taem mi wasem kaliko, mi aeanem olketa.

1. Fastaem mi wasem kaliko. Bihaen mi aeanem olketa.
2. Kaimanisi hem i go fising. Pikingini blong hem i go waka long gaden.
3. Hem i plei futbol. Hem i wearem but.
4. Sau an Glozia tufaia i go long kastom haos. Tufala i askem sif fastaem.
5. Olketa i stap long solwata. Big win hem i kasem olketa.
6. Olo man ia hem i kaikaim bitinat. Hem i singsing tu.
7. Waef blong Jo hem i lusim kam haos. Hem i lokem doa.
8. Patere ia hem i go long sios fastaem. Bihaen hem i go long sikarap fo lukaotem kaikai.
9. Franses hem i ridim buk. Hem i wearem glas.
10. Brata blong yu save giv seleni long yu. Yu mas askem hem fastaem.
11. Desfala mere hem i dringim ti. Hem i putim staka suga long ti blong hem.
12. Mami blong Jak hem korongisim kandora. Olketa dogi i kaikaim nomoa korongis.

## Time Clauses

Exercise 9: Question/Answer Drill

1. Long taem yu wek ap long mone; wanem nao yu duim fastaem?
2. Watkaen samting nao yu duim oltaem bihaen yu kaikai finis?
3. Waswe yu laek fo kasem waka blong yu stret long taem?
4. Yu save go long beng long enitaem o nomoa?
5. Bihaen long taem yu skul finis tumora bae yu gogo long wea moa?
6. Taem yu lusim kam kandere blong yu, yu sore lelebet o nomoa?
7. Bjfoa long taem yu smol yet; watkaen plei nao yu save duim olowe?
8. Wanem nao tingting blong yu evritaem yu flae long eaplen?
9. Waswe, yu save fraet long olketa sak long taem yu go swim long solwata o nomoa?
10. Tisa blong yu hem i kasem klasrum stret long taem o nomoa?
11. Watkaen samting yu laek fo dringim oltaem yu go kaikai long hotel?
12. Bihaen yu waka finis long Pis Kop; bae yu go waka long wea moa?

23.4 Written ExercisesExercise 1: Completion Exercise

Complete the following sentences in any way you wish.

1. Long taem Kaimanisi hem i \_\_\_\_\_, waef blong hem hem i \_\_\_\_\_
2. Bihaen long taem mamula hem i \_\_\_\_\_ finis, hem i \_\_\_\_\_
3. Stret long taem sif hem i kam long villij, olketa pipol \_\_\_\_\_
4. Pikinini blong man ia oltaem \_\_\_\_\_
5. Evritaem tisa blong mifala \_\_\_\_\_
6. Bifoa long taem olo mere ia hem i stap long desfala ples, \_\_\_\_\_
7. Bihaen hem i lusim kam haos blong tufala, \_\_\_\_\_
8. Yu kanduit salem bia long enitaem bikos \_\_\_\_\_
9. Taem Jo hem i krasem kokonot finis, \_\_\_\_\_
10. Bifoa Rut hem i maritim dokta ia, \_\_\_\_\_
11. Long evritaem dogi blong Patere ia hem i singaot, \_\_\_\_\_
12. Long enitaem yu garem soa leg an baek, yu mas \_\_\_\_\_

## Time Clauses

Exercise 2: Chart Pattern Practice

Write at least twelve sentences based on the pictures in the picture chart in this lesson. Use each of the following phrases twice.

(long) taem  
bifoa (long) taem  
long evritaem

bihaen (long) taem  
long enitaem  
oltaem

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_

8.

9.

10.

11.

12.



## CONDITIONAL CLAUSES

### Lesson Twenty-Four

#### 24.1 Sapos -- 'If'

Study how the sentences in 1 are combined in 2.

- |    |   |  |
|----|---|--|
| 1. | Sau hem i kam.<br>Bae mi askem hem.             | 'Sau' will come.'<br>'I will ask her.' |
| 2. | Sapos Sau hem i kam, oraet<br>bae mi askem hem. | 'If Sau comes, I will<br>ask her.'     |

In Pijin, sapos is used to introduce the subordinate conditional clause and this clause is often connected to the main clause by oraet. The conditional clause generally occurs first in the sentence.

#### 24.2 Nomata -- 'Even if/Although'

Now compare the sentences above with sentence 3.

- |    |  |  |
|----|--|--|
| 3. | Nomata Sau hem i kam<br>bae mi no askem hem. | 'Even if Sau comes, I<br>won't ask her.' |
|----|--|--|

Nomata, like sapos, is used to introduce a subordinate clause. It conveys the meaning of 'even if', 'although', 'nevertheless', 'regardless'. Like clauses introduced by sapos, clauses introduced by nomata usually occur first in the sentence.

Nomata can also be used for comparisons, as in the following sentence:

- |    |   |  |
|----|---|--|
| 4. | Nomata Honiara hem i big,<br>Tulagi hem i smol. | 'Compared to Honiara,<br>Tulagi is small.' |
|----|---|--|



24.3 Oral ExercisesExercise 1: Single-slot Substitution Drill

Sapos hem i kam, oraet bae mi askem hem.

- |            |             |
|------------|-------------|
| 1. talem   | 7. weitim   |
| 2. raosem  | 8. tisim    |
| 3. lukim   | 9. peim     |
| 4. fidim   | 10. soem    |
| 5. spoelem | 11. sutim   |
| 6. mitim   | 12. maritim |

Exercise 2: Multiple-slot Substitution Drill

Sapos boe ia hem i kam, oraet bae mi askem hem.

- |                   |                    |
|-------------------|--------------------|
| 1. tok long       | 7. wipim           |
| 2. olketa wakaman | 8. krangge gele ia |
| 3. peim           | 9. raosem          |
| 4. tufala tisa ia | 10. Pita an Jo     |
| 5. talem          | 11. soem           |
| 6. pikinini ia    | 12. bos blong mi   |

Exercise 3: Integration Drill

Combine the two sentences, using sapos ... oraet.

EXAMPLE: Teacher: Yu go fastaem. Den mifala kam bihaen.

Student: Sapos yu go fastaem, baebae mifala kam bihaen.

1. Yufala go long sip. Sau baebae kam long plen.
2. Gloria korongisim taro an yam. Maek go fising.
3. Fred hem i baem fislaen. Fren blong hem i baem huk.
4. Hem wearem red sote. Mi havem blu long kwi.
5. Olketa i waka weitim aks. Mifala waka long naef.
6. Dadi blong Jon hem i dringim bia. Jon hem i dringim waen.
7. Yu tufala go wokabaot. Bili baebae hem i waka long ofis.
8. Yu kaikaim kokorako. Mi kaikiam bulumakao.
9. Brata blong hem i go skul. Sista blong hem i stap long haos.
10. Mere ia i babule. Hem mas no waka had.
11. Man ia hem i sik. Hem mas go lukim dokta.
12. Tome draevem motoka. Jak draevem trake.

## Conditional Clauses

Exercise 4: Question/Answer Drill

1. Sapos bas hem i no kam long mone, hao nao bae yu go long waka blong yu?
2. Sapos haos blong yu hem i bone, wanem bae yu duim?
3. Watkaen kalig bae yu wearem sapos yu go long sios?
4. Sapos yu go long boten, watkaen kaikai bae yu baem?
5. Wanem bae yu duim sapos yu garem staka seleni?
6. Sapos enjin blong yu hem i fol daon long solwata, hao nao bae yu fiksime?
7. Hu nao yu save askem sapos yu wande visitim krange jel?
8. Watkaen ples yu go long hem sapos yu laek fo sendem leta?
9. Wanem bae yu tingim sapos yu lukim olo man hem i sik?
10. Sapos yu go long Saena, watkaen ples yu laek visitim?
11. Watkaen samting bae yu salem sapos yu garem stoa?
12. Sapos yu lusim Merika long plen, haomas aoa nao bae tekem yu bifo yu kasem Solomon?

Exercise 5: Multiple-slot Substitution Drill

Nomata mi kaikaim, bae mi hanggre.

- |                 |                                 |
|-----------------|---------------------------------|
| 1. sik          | 7. tol winim yu                 |
| 2. nila finis   | 8. aotem but                    |
| 3. taed         | 9. save wokabaot long sikarap   |
| 4. spel lelebet | 10. no wearem long kwi          |
| 5. sotwin       | 11. save go kaikai long Mendona |
| 6. sidaon       | 12. bus kanaka                  |

Exercise 6: Integration Drill

Combine the two sentences using nomata.

EXAMPLE: Teacher: Mi dringim fofala bia. Mi kanduit spak.

Student: Nomata mi dringim fofala bia, mi kanduit spak.

1. Rut dringim staka kofi. Hem save slip kwiktaem nomoa.
2. Man ia i ran ten mael. Hem i no save taed.
3. Robet garem wanfala han nomoa. Hem i save klaem ap kokonat.
4. Tisa ia hem i raosem pikinini. Pikinini ia kanduit krae.
5. Ston ia hem i hevi tumas. Joep save karem.
6. Desfala buk hem i bigfala. Mi save ridim long wan dei.
7. Fren blong mi hem i from Merika. Hem i save toktok long Pijin.
8. Boe ia hem i Solomon boe. Hem i kanduit duim kastom dans.
9. Tri ia hem i bigfala fo gud. Olo man ia i save katem long smol aks ia.
10. Tufala man ia i save tok Ingglis. Tufala i kanduit raetem.
11. Waef blong hem i fat fo gud. Hem i save jam winim 5 fit.
12. Mere ia hem i olo tumas. Hem i maritim wanfala boe nomoa.

Exercise 7: Spontaneous Pattern Practice Drill

Complete the sentence that the teacher gives you.

EXAMPLE: Teacher: Nomata mi no garem plande seleni ...  
 Student: Nomata mi no garem plande seleni, bae mi save go dring long pablik ba.

1. Nomata mi olo tumas ...
2. Sapos haos blong yu hem i nogud ...
3. Nomata dadi blong mi no skul gud ...
4. Sapos sip hem i kapsaet ...
5. Nomata yu save singsing tumas ...
6. Sapos pikinini blong yu hem i garem bele ran ...
7. Nomata fren blong mi hem tulet kam ...
8. Sapos yu lusim plande seleni ...
9. Nomata man ia hem i blaen ...
10. Sapos waef blong hem i babule ...
11. Nomata Robet hem i stap long gud waka ...
12. Sapos hasban blong Helen hem i dae ...

## Conditional Clauses

24.4 Written ExercisesExercise 1: Scrambled Sentences

Rearrange the following to make complete and sensible sentences.

1. mi, motoka, nomata, mi, draevam, olo, save

---

2. fren, sapos, blong, hem, Josep, i, no, sik, hem, save, ofis, i, waka, long

---

3. no, nomata, wearem, Franses, but, kaikai, Mendana, long, hem, i

---

4. babule, waef, hem, blong, i, sapos, hem, mas, no, had, waka

---

5. blaen, ia, man, nomata, hem, i, i, hem, save, wokabaot, seleva

---

6. kam, i, sapos, hem, oraet, hem, mi, bae, talem, hem

---

7. aotem, nomata, mi, bae, tol, yu, winim, bat, mi

---

8. boe, ia, sapos, hem, kam, i, bae, mi, hem, raosem

---

9. spel, nomata, Jo, i, hem, lelebet, bae, hem, i, sotwin

---

10. kam, sapos, Maek, i, hem, bae, soem, mi

---

11. pigpig, mifala, nomata, fidim, ia, hem, save, no, big, kwiktaem

---

12. krangge, gele, ia, sapos, go, hem, i, bae, mi, go, kanduit

---

---

---

Exercise 2: Translation

1. Regardless of the fact that he is ill, he can run around the playground three times.  
\_\_\_\_\_
2. If Joe goes, I'll stay.  
\_\_\_\_\_
3. Although I am too old, I can still work in the garden.  
\_\_\_\_\_
4. My friend will come to see us even if it rains.  
\_\_\_\_\_
5. Despite the fact that the river is flooding, they can cross it.  
\_\_\_\_\_
6. The priest is very busy; nevertheless he will attend the church service.  
\_\_\_\_\_
7. It doesn't matter whether he can't read; I can still teach him how to speak the language.  
\_\_\_\_\_
8. In spite of the fact that his wife is hospitalized, he can still make it to the meeting.  
\_\_\_\_\_
9. Supposing my father goes tomorrow, my mother will leave the day after tomorrow.  
\_\_\_\_\_
10. If Jack uses the knives, they will use the spades.  
\_\_\_\_\_
11. No matter if the sea is rough, the ship will sail.  
\_\_\_\_\_
12. What will you eat, supposing I eat chicken?  
\_\_\_\_\_

# APPENDIX A

## Personal Pronouns

PIJIN	REFERS TO:	ENGLISH
mi	the speaker	'I, me'
yu	the one person spoken to	'you'
hem	the one person or thing spoken about	'he, him, she, her, it'
mitufala	the speaker and the one person with him/her but not the person spoken to	'we, us (2, exclusive)'
yumitufala	the speaker and the one person spoken to	'we, us (2, inclusive)'
yutufala	the two persons spoken to	'you (2)'
tufala	the two persons or things spoken about	'they, them'
mifala	the speaker and the person with him/her, but not the person(s) spoken to	'we, us (3+ exclusive)'
yumi	the speaker and the persons spoken to	'we, us (2+ inclusive)'
yufala	the persons spoken to	'you'
olketa	the persons or things spoken about	'they, them (3+)'

# APPENDIX B

## Indefinite Pronouns

PIJIN	ENGLISH
samfala samting	'something'
eni samting	'anything'
no eni samting	'nothing'
evri samting	'everything'
samwan	'someone, somebody'
eniwan	'anyone, anybody'
no eniwan	'no one, nobody'
evriwan	'everyone, everybody, all of them'
samkaen	'some kind of'
enikaen	'any kind of'
no enikaen	'no kind of'
evrikaen	'every kind of'
samwea	'somewhere'
eniples	'anywhere'
no/nating ... eniples	'nowhere'
evriwea	'everywhere, anywhere'
samtaem/samfala taem	'sometimes'
enitaem	'anytime'
no/nating ... enitaem	'never'
evritaem	'everytime'



# APPENDIX C

## Interrogative Words

PIJIN	ENGLISH	EXAMPLE
wanem	'what'	<p>Wanem nao yu kaikai long mone? 'What did you eat this morning?'</p> <p>Las astade yu duim wanem? 'What did you do the day before yesterday?'</p>
wea	'where'	<p>Wea nao ples blong you? 'Where's your hometown?'</p> <p>Jon hem i gogo wea? 'Where did John go?'</p>
wataem	'when'	<p>Wataem nao bae you kam baek? 'When will you come back?'</p> <p>Bae yu waka finis long wataem? 'When will you finish working?'</p>
hu	'who, whose'	<p>Hu nao sif long ples blong yu? 'Who is the chief in your hometown?'</p> <p>Hanwas ia blong hu? 'Whose watch is this?'</p>
watkaen	'what kind of'	<p>Watkaen samting nao yu wakem? 'What kind of thing are you making?'</p> <p>Yu save kam long hia long watkaen trak? 'What kind of vehicle did you come in?'</p>
hao	'how'	<p>Hao nao yu rereem pigpig fo umu? 'How do you prepare a pig for an umu?'</p>
waswe	'why'	<p>Waswe you no waka go kasem sapa? 'Why didn't you work until evening?'</p>
haomas*	'How much, how many'	<p>Haomas pipol nao i stap long ples blong yu? 'How many people live in your village?'</p>

\*Also haomeni for 'how many' for some speakers.

APPENDIX D  
Some Time Markers

PIJIN	INDICATES	EXAMPLE
agen	repeated action	Oiketa i mas wakem haos <u>agen</u> . 'They must rebuild their houses.'
bae(bae)	future action	<u>Bae</u> sip hem i kasem Gizo long mone. 'The ship will arrive at Gizo in the morning.'
bin	past action	Hem i <u>bin</u> wakem haos long sikarap. 'He built a house in the bush.'
destaem	present action	<u>Destaem</u> yumi stori long Pijin. 'Now let's talk in Pijin!'
finis	completed action	Hem i wakem haos <u>finis</u> . 'He's finished building the house.'
gohed fo	continuous action	Oiketa i <u>gohed fo</u> kaikai. 'They continued eating.'
jes	recent past action	Hem i <u>jes</u> go long taon. 'She has just gone to town.'
kolsap	impending action	Sip hem i <u>kolsap</u> kasem Gizo nao. 'The ship is about to arrive at Gizo.'
moa	repeated action	<u>Bae</u> oiketa i mas waka <u>moa</u> . 'They will have to work again.'
stat fo	beginning action	Oiketa i <u>stat fo</u> rereem pigpig noa. 'They have begun to prepare the pig.'
yet	action continuous to present	Pikinini hem i slip <u>yet</u> . 'The child is still sleeping.'

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